STUDENTS PERCEPTION ON DISNEY ANIMATED MOVIES AS SELF-DIRECTED VOCABULARY LEARNING MEDIA

UNDERGRADUATE THESIS



By:

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
DECEMBER, 2025

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Submitted to the State Islamic University of Kiai Haji Achmad Siddiq Jember
In partial fulfillment of the requirements
For Bachelor's Degree of Sarjana Pendidikan (S.Pd.)
Faculty of Tarbiyah and Teacher Training
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UNDERGRADUATE THESIS

Has been examined and approved by the board of examiners to fulfill the requirement of Bachelor Degree Faculty of Tarbiyah and Teacher Training Islamic Studies and Language Education Department English Education Study Program

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MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ٥ إِنَّ مَعَ الْعُسْرِ يُسْرًا ١ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

So truly, where there is hardship, there is relief (5) Truly, with every hardship there is relief (6) $(QSAl-Insyirah [94]: 5-6)^{1}$



¹ Kementerian Agama Republik Indonesia. "Qur'an Kemenag." Accessed December 1, 2025. https://quran.kemenag.go.id/
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DEDICATION

I proudly dedicate this undergraduate thesis to:

- 1. My first love and role model, my father, Suwarno. Though he never had the opportunity to pursue higher education, his dedication in raising me, his unwavering support, motivation, and heartfelt prayers have been the foundation that enabled me to complete my studies and earn a degree.
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The researcher realized that this thesis would not finish without help and guidance from other people. By that, the writer would like to express her emphatic thanks and appreciation to:

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The writer fully realizes that this thesis is still far from being perfect. Hence, the writer really welcomes to get any critics, opinions, and suggestions to make this paper quietly much better then. But still, the writer hopes that this research would be beneficial not only for the writer herself but also for the readers and the next researchers who need as the references. May Allah SWT return the extraordinary kindness of those who have supported me throughout the completion of this thesis.

Jember, December 01, 2025

Selma Seila Amelia Putri Swarno

ABSTRACT

Selma Seila Amelia Putri Swarno, 2025: Students' Perception on Disney Animated Movies as Self-Directed Learning Media for Vocabulary

Keywords: Students' Perceptions, *Disney animated movies*, Self-Directed Learning, Vocabulary learning.

The use of digital media, particularly audio-visual materials such as Disney animated movies, has created new opportunities in English language learning, especially in vocabulary development. This research was conducted at MTsN 2 Jember, where Disney animated movies were implemented as a medium for self-directed vocabulary learning. Through their visual contexts, storylines, and authentic language use, these movies offered both potential benefits and challenges acquiring vocabulary. for students new in This research aimed to answer the following research questions: (1) what are students' positive perceptions of using Disney animated movies as self-directed learning media for vocabulary learning? and (2) what are students' negative perceptions of using Disney animated movies as self-directed learning media for vocabulary learning? The aims of this research were to explore students' experiences in learning vocabulary through Disney animated movies and to identify both the positive and negative perceptions related to their use in selfdirected learning.

A descriptive qualitative approach was employed in this research. The data were collected through open-ended questionnaires, interviews, and classroom observations involving 22 ninth-grade students of MTsN 2 Jember. The data were analyzed using the Miles, Huberman, and Saldana model, which includes data reduction, data display, and conclusion drawing. Triangulation of techniques and applied to ensure the trustworthiness of the findings. The findings revealed that students generally perceived Disney animated movies as interesting, enjoyable, and helpful for vocabulary learning. The positive perceptions identified included increased motivation, better understanding of word meanings through visual context, improved pronunciation, and support for independent learning. However, the negative perceptions were also found, such as difficulty in understanding fast spoken English, dependence on subtitles, lack of concentration due to distractions, and technical problems such as unstable internet connection or unclear audio quality. This research concludes that Disney animated movies have potential to support self-directed vocabulary learning when used appropriately and accompanied by guidance to overcome the challenges faced by students.

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CHAPTER I

INTRODUCTION

A. Background of Research

Digital technology has become an integral part of modern education and offers various opportunities to enhance English language learning, particularly in vocabulary development. In recent years, digital media such as videos, animations, films, songs, and online platforms have been increasingly used to support language acquisition. These media provide visual and auditory input that allows students to understand vocabulary through context, expressions, and real-life communication. Compared to conventional textbook-based activities, digital media are generally more engaging, interactive, and relatable to students' daily lives, making them a promising alternative for learning vocabulary at the junior high school level.

Vocabulary serves as the foundation of language learning. Without sufficient vocabulary knowledge, students would struggle to comprehend texts, articulate their ideas, and engage in meaningful communication, both orally and in writing. ⁵ However, junior high school students still face challenges in expanding their English vocabulary. A major contributing factor to low vocabulary is the use of monotonous and conventional teaching methods, such as rote memorization and textbook-based instruction. These methods often lack meaningful context, real-life application, and student engagement. As a result, students tend to become passive and lose motivation to learn English independently. According to Rahmawati and Sari, students exposed to interactive and enjoyable learning methods tend to show

² Ware, P., Liaw, M.-L., & Warschauer, M. (2012). *The use of digital media in teaching English as an international language*. In Principles and practices for teaching English as an international language (pp. 67, 84).

³ Sutirman. (2013). *Media & Model-model Pembelajaran Inovatif (1st ed.)*. Yogyakarta : Graha Ilmu.

⁴ Hz, B. I. R., & Daulay, E. (2021). *Online Learning Media: English Education Department Students' Perspective*. Metathesis: Journal of English Language, Literature, and Teaching, 5(1), 50–64.

⁵ Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press

significant improvement in vocabulary compared to those who learn through traditional methods. ⁶ Therefore, the integration of digital media into vocabulary learning is essential to support students' language development.

Based on explanation above, at MTsN 2 Jember, preliminary observation showed that ninth-grade students depend heavily on teachers and textbooks, and rarely engage in independent vocabulary learning. Many students reported feeling disengaged and overwhelmed during English classes, especially when the learning materials were not connected to real-world contexts. Researcher also found that many students struggle to select appropriate vocabulary when speaking and often overuse basic words repetitively. One contributing factor is the lack of engaging, interactive vocabulary learning strategies which has led to decreased students' motivation in improving their vocabulary. This indicates a lack of self-directed learning (SDL)—the ability of learners to take initiative and responsibility for their own learning without always relying on teacher guidance. Developing SDL among students is essential in today's educational context, particularly under the *Merdeka Belajar* curriculum, which promotes student-centered learning and independent study habits.

In response to this issue, audio-visual media-based learning has emerged as a promising solution. Audio-visual media, in particular, plays an important role in helping students understand language through visual context, tone, and expressions. Movies are one of the most popular forms of audio-visual media that can be used in language learning. Through movies, students can see and hear authentic language use, which allows them to learn new

⁷ Knowles, M. S. (1975). *Self-directed learning: A guide for learners and teachers*. Association Press. https://doi.org/10.1016/j.jcrysgro.2011.10.051

⁶ Rahmawati, D., & Sari, R. (2021). *The impact of interactive learning methods on vocabulary mastery of EFL students*. Journal of Language Teaching and Research, 12(3), 456-463. https://doi.org/10.17507/jltr.1203.12

⁸ Hz, B. I. R., & Daulay, E. (2021). *Online Learning Media: English Education Department Students' Perspective*. Metathesis: Journal of English Language, Literature, and Teaching, 5(1), 50–64.

vocabulary in a natural and contextualized way. 9 Among various types of movies, Disney animated movies are globally known and favored by children and adolescents. These movies offer rich contextual vocabulary, visual cues, and natural language use that may assist students in understanding and remembering new words better.

Disney movies, both animated and non-animated, are produced by Walt Disney Pictures, a popular American movie production company and a division of Walt Disney Studios, owned by The Walt Disney Company. 10 Titles like Moana and Toy Story offer not only entertainment, but also authentic English language exposure through songs, dialogues, and culturally embedded expressions. These movies are widely accessible on digital platforms and provide opportunities for students to engage in repeated exposure to language in meaningful contexts, a key principle in vocabulary acquisition. ¹¹ Disney is one of the animated movies that are suitable for the use as a media in the learning process. In accordance with that, Disney movies can be confirmed as a media that is fun and effective in increasing student learning motivation and creating a more enjoyable learning process. It is because students like pictures, especially in audio-visual form. This makes them a highly effective tool for expanding students' vocabulary in an entertaining and educational context.¹² In essence, including Disney movies into vocabulary learning goes beyond traditional methods, offering a fun and effective way to encourage language development.¹³

Based on the explanation above, the researcher interested in investigate how students' percieve the use of Disney Animated Movies as a self-directed

⁹ Ratih Saltri Yudar, Dionisius Tito Aditomo, Novia Sariahta Silalahi "The Movie as a Helper for Students' Pronunciation in Speaking Skill Class" ELSYA: Journal of English Language Studies Vol. 2, No.1, February 2020, 16. 7 Roslim, Norwati and Azizul, Aini

¹⁰ Tyner-Mullings, A. R. (2023). Disney animated movies, their princesses, and everyone else. Information Communication and Society, 26(5), 891–903.

¹¹ Schmitt, N. (2008). Instructed Second Language Vocabulary Learning. Language Teaching Research, 12(3), 329–363

¹² Albiladi, W. S., Abdeen, F. H., & Lincoln, F. (2018). Learning English through Movies: Adult English Language Learners' Perceptions. Theory and Practice in Language Studies, 8(12), 1567

¹³ Manurip, N. M. J., & Katemba, C. V. (2023). Disney Movies as a Tool in Increasing Listening Skill. Journal on Education, 5(4), 14086–14101.
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vocabulary learning media. Understanding students' perspective is important for assessing wether Disney Animated Movies can serve as a media for learning vocabulary and how it can be optimized for better engagement. According to Sidhu, students' perceptions reflect their viewpoints on experiences in the classroom learning process, which they express through suggestions or arguments to help teachers improve the learning process. 14 Thus, analyzing students' perceptions provides insight into how learning media like Disney Animated Movies contribute to learning vocabulary and whether they align with students' expectations and needs. The findings are expected to offer insights into how popular digital media can be effectively used to promote vocabulary learning outside the classroom and to support the development of independent learning habits among students.

Several studies have shown the good result of the use of animation movie, particularly Disney movies, in enhancing vocabulary and students' engagement in English language learning. The first research conducted by Hasanah, Nugraha, & Setyorini. 15 The research goals were explored how the inclusion of subtitles in animated films can facilitate vocabulary acquisition among students. The findings indicated that students who viewed the film with subtitles demonstrated significantly higher vocabulary retention and comprehension. This research underscores the potential of multimedia resources in creating a more effective language learning environment. The next previous research conducted by Gustina & Benni. 16 This study aimed to explore in-depth information about students' perceptions of the use of animated and non-animated Disney films in the context of improving their

¹⁴ Sidhu, G. K. (2003). Literature in the language classroom: Seeing through the eyes of learners. In: Ganakumaran and Edwin Malachi (Eds). Teaching of literature in ESL/EFL context.Pp. 88-110. Petaling Jaya: Sasbadi Melta ELT Series.

¹⁵ Hasanah, T., Nugrahani, D., & Setyorini, A. (2023). The use of subtitle in cartoon movie entitled "Frozen 2" as a media in improving students' vocabulary mastery on SMP Purnama 2 Semarang academic year 2023. Social Science Academic, 1(2), https://doi.org/10.37680/ssa.v1i2.3626

¹⁶ Ritonga, G. P., & Hz, B. I. R. (2024). Study of Disney Animated and Non Animated Movie on Students' Vocabulary Mastery: Insights from Students' Perception. Ethical Lingua, 11(1), 245-259. https://doi.org/10.30605/25409190.712

vocabulary. This study revealed findings that both animated and non-animated *Disney movies* were able to improve students' vocabulary acquisition.

Furthermore, this research focuses on ninth grade students' at MTsN 2 Jember who have already used and experienced *Disney Animated Movies* to support their English Learning. Observations show varying students' response of using *Disney Animated Movies* as a self-directed learning media on their vocabulary. Considering this varying response, research entitled "Student Perception on Disney *Animated Movie* as Self-Directed Learning Media for Vocabulary" employs a descriptive qualitative approach aims to explore students' perceptions of *Disney Animated Movies* for vocabulary learning.

B. Research Question

- 1. What are the students' positive perception of *Disney animated movies* as self-directed vocabulary learning media?
- 2. What are the students' negative perception of *Disney animated movies* as self-directed vocabulary learning media?

C. Research Objective

- 1. To explore students' positive perception of using *Disney animated movies* as self-directed vocabulary learning media.
- 2. To explore students' negative perception of using *Disney animated movies* as self-directed vocabulary learning media.

D. Research Significances

The findings of this study are expected to improve educational knowledge and practice, particularly in understanding junior high school students' perceptions on the use of *Disney animated movies* as a self-directed learning medium for vocabulary.

In addition to its theoretical contributions, this study is also expected to have practical implications. The researcher hopes that the findings would not only expand academic understanding, but also be beneficial in real educational applications, offering valuable insights for future classroom and out-of-class learning strategies.

1. For Teachers

This research provides insights for English teachers about the potential benefits of using *Disney animated movies* as an alternative learning medium to support students' vocabulary development through self-directed learning. Teachers can utilize this medium to encourage students to explore English beyond the classroom setting and develop independent learning habits in line with the *Merdeka Belajar* curriculum.

2. Further Researchers

For further researchers, the findings of this study provide valuable insights into students' positive and negative perceptions of using *Disney animated movies* as self-directed vocabulary learning media. By identifying the students' perceptions, future researchers can use these results as a reference to design more focused and effective studies.

Further researchers are encouraged to explore how the identified negative perceptions can be minimized and how the positive perceptions can be optimized through instructional design, media selection, or learning guidance. This study can also serve as a foundation for experimental or mixed-method research that investigates the effectiveness of *Disney animated movies* on specific vocabulary aspects. Additionally, future studies may examine the use of different movie genres, text types, subtitle options, or age groups to expand understanding of movie-based learning in English language education.

E. Scope of the Research

In this research, the researcher focuses on exploring students' perceptions of using *Disney animated movies* as a self-directed vocabulary learning media among ninth-grade students. The movies used in this study were *Moana and Toy Story*, belong to the adventure genre and are commonly classified in type of text as narrative texts, which align with the text types introduced in the Junior High School curriculum. Although this research does not analyze the narrative structure of these movies, acknowledging their text type is important because narrative—adventure stories typically contain rich

contextual vocabulary, character interactions, and sequential events that support natural vocabulary acquisition.

This research examines how students perceive the use of these *Disney* animated movies in helping them learn new vocabulary, particularly regarding word meaning, pronunciation, usage, and contextual understanding. The main focus is not on assessing students' mastery of a specific text type, but rather on understanding their attitudes, experiences, and perceived benefits or challenges when using *Disney animated movies* for independent vocabulary learning.

F. Definition of Key Terms

To avoid differences in understanding in this research, below are the definitions of the key terms used in this study:

1. Perception

The term "perception" in this study refers to students' opinions, perspectives, and attitudes regarding the use of the *Disney animated movies* as a vocabulary learning tool. This includes their understanding, experiences, and evaluations of how this learning media helps them learn new vocabulary and improve their language skills.

2. Self-Directed Learning (SDL)

Self-Directed Learning (SDL) is a learning process in which students take initiative and responsibility in planning, implementing, and evaluating their own learning, with or without teacher assistance. In this study, SDL refers to students' ability to use *Disney animated movie* on their own initiative as a learning resource to improve English vocabulary. This includes aspects such as selecting appropriate content, setting learning objectives, managing time, and reflecting on learning outcomes.

3. Disney Animated Movies

Disney animated movies refer to full-length animated movie produced by Walt Disney Animation Studios that combine storytelling, music, and visual animation. In this study, *Disney animated movies* serve as digital learning media that expose students to authentic English input,

including dialogue, songs, and contextual vocabulary. Examples include *Moana and Toy Story*. These films are assumed to support vocabulary acquisition through multimodal input.

4. Vocabulary Learning

Vocabulary learning refers to the process through which individuals acquire, understand, retain, and effectively use words and their meanings in a language. It involves both receptive skills, such as recognizing and understanding words in listening and reading, and productive skills, such as using words appropriately in speaking and writing. In this research, vocabulary learning focuses on the strategies that help students expand their lexical knowledge, particularly in the context of using multimedia learning such as *Disney animated movies*.

Through exposure to *Disney animated movies* used as a self-directed learning medium, the vocabulary includes words that naturally appear in narrative—adventure texts, based on their grammatical categories, the vocabulary includes verbs, adjectives, and adverbs. These vocabularies are learned through contextual exposure to dialogues and visual scenes in the movies and are not limited to specific word lists or targeted mastery levels.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

The first research was conducted by Gustina Permatasari Ritonga and Benni Ichsanda Rahman Hz in 2024 entitled "Study of Disney Animated and Non-Animated Movie o<mark>n Students' V</mark>ocabulary Mastery: Insights from Students' Perception". The objective of this study was to explore in-depth information on how students perceive the use of Disney's animated and nonanimated movies in the context of improving their vocabulary mastery. The research design employed in this study was a qualitative case study. Data were collected from 27 junior high school students in Medan, consisting of 15 male and 12 female students, through two main methods: a modified questionnaire and semi-structured interviews. Purposive sampling was used as the selection technique, focusing on students who had experience watching both animated and non-animated Disney movies. The data results were analyzed in two different ways: content analysis for the questionnaire using a Likert Scale (5-1) and qualitative interpretation from the interviews. Based on the results above, it was declared that both types of Disney movies have a positive impact on improving students' vocabulary acquisition. However, overall, students showed a slightly higher preference for animated movies over non-animated movies, with an average score of 4.25 (between "strongly agree" and "agree") for the statement "I believe that improving vocabulary by watching Disney animated movie has some value to me" compared to 4.00 for non-animated movies. Furthermore, students also felt that watching animated Disney movies helped them better understand how to improve their vocabulary (average 4.07) compared to non-animated movies (average 3.56). This research concluded that Disney movies, both animated and non-animated, are strong motivational drivers and effective learning tools due to their ability to present a dynamic

and non-rigid learning atmosphere, and help students understand words in real-life contexts through dialogue and song lyrics.¹⁷

The second research was conduct by Melvinda Nesty Fikriatuzzahro conducted a study in 2023 entitled "The Implementation of Watching Disney Movie Clips to Improve Students' Speaking Skill at Madrasah Tsanawiyah Baitul Argom Jember". This research aimed to assess how the implementation of watching Disney movie clips could enhance students' speaking proficiency. The study utilized a Classroom Action Research (CAR) design, following Kemmis and McTaggart's spiral model, which involved planning, implementing, observing, and reflecting across two cycles. The participants were 23 seventh-grade students from Madrasah Tsanawiyah Baitul Arqom Jember. Data were collected through speaking tests, observations, interviews, and document reviews. The pre-cycle results showed a low average speaking score of 69, with only 39% of students meeting the success criterion (KKM 75). Following the first cycle of intervention, the average score improved to 75, with 61% of students reaching the KKM, indicating some progress but not yet meeting the target. After the second cycle, a significant improvement was observed: the average score rose to 79.8, and 83% of students achieved the KKM, surpassing the 75% success threshold. The reflections from Cycle 2 noted increased student engagement, more frequent English communication, and greater confidence. The research concluded that the implementation of Disney movie clips effectively improved students' speaking skills, particularly in pronunciation, vocabulary, grammar, fluency, and comprehension, thereby achieving the predetermined success criteria. 18

The third research was "The Implementation of Watching English Movie Clips on Learning English Vocabulary at the Seventh Grade of SMP Madinatul Ulum Jenggawah in Academic Year 2022/2023", conduct by

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¹⁷ Ritonga, G. P., & Hz, B. I. R. (2024). *Study of Disney Animated and Non Animated Movie on Students' Vocabulary Mastery: Insights from Students' Perception*. Ethical Lingua, 11(1), 245–259. https://doi.org/10.30605/25409190.712

¹⁸ Fikriatuzzahro, M. N. (2023). *The implementation of watching Disney movie clips to improve students' speaking skill at Madrasah Tsanawiyah Baitul Arqom Jember* (Undergraduate Thesis). State Islamic University of Kiai Haji Achmad Siddiq Jember

Ahmad Zainul Farid in 2023. The primary objective of this research was to describe the implementation, planning, and evaluation of using English movie clips in learning English vocabulary at the seventh grade of SMP Madinatul Ulum Jenggawah. This investigation employed a qualitative descriptive research methodology. The participant pool consisted of six students (three male and three female) from the seventh grade of SMP Madinatul Ulum Jenggawah, selected through purposive sampling. Data collection involved observation, interviews, and documentation. The statistical analysis of the collected data followed Miles, Huberman, and Saldana's model, which included data reduction, data display, and drawing conclusions/verification, with data validity ensured through source and technique triangulation. The findings indicated that the planning involved determining suitable movie clips and minimizing obstacles, the implementation detailed the process and challenges (such as limited tools and internet data during online learning), and the evaluation showed positive student responses, enthusiasm, and curiosity, despite some weaknesses like fast conversations or less appealing genres for certain students. The research concluded that the implementation of watching English movie clips had a positive impact on students' vocabulary learning, fostering enthusiasm and curiosity, though improvements in video selection and facility provision are needed. This suggests that incorporating English movie clips can be an effective strategy for enhancing vocabulary acquisition.¹⁹

Tanzila Alfi Hasanah, Dyah Nugrahani, and Ajeng Setyorini in 2023 conducted the fourth research entitled, "The Use of Subtitle in Cartoon Movie Entitled "Frozen 2" as A Media in Improving Students' Vocabulary Mastery on SMP Purnama 2 Semarang in Academic Year 2023". This research aimed to investigate the effectiveness of using English subtitles from the movie "Frozen 2" to enhance students' vocabulary. The methodology adopted for this research was a quantitative approach, specifically a pre-experimental design.

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¹⁹ Farid, A. Z. (2023). The Implementation of Watching English Movie Clips on Learning English Vocabulary at the Seventh Grade of SMP Madinatul Ulum Jenggawah in Academic Year 2022/2023 (Skripsi). Universitas Islam Negeri KH Achmad Siddiq Jember

Data were gathered from a sample of 25 ninth-grade students at SMP Purnama 2 Semarang, selected via purposive sampling. The primary data collection instruments were pre-test and post-test scores. Statistical analysis of the results involved scoring, mean calculation, percentage calculation, normality tests, hypothesis testing, and N-gain calculation using SPSS 22. The findings revealed a significant positive impact on students' vocabulary mastery. The mean pre-test score was 55.36, which substantially increased to a mean post-test score of 82.52. Furthermore, the average N-gain score was calculated at 62.08%, indicating that this approach was quite effective in boosting vocabulary acquisition among the students. This research concluded that integrating English subtitles from "Frozen 2" proved effective in improving students' vocabulary mastery, with the N-gain scores reflecting a notable enhancement in vocabulary comprehension. The strategy was deemed quite effective in fostering student engagement and retention of new vocabulary²⁰

The last research was conducted by Zulfatul Mubarokah, Wiwin Indiarti, and Arin Inayah 2022, titled "Teachers' Perception on the Use of Disney Movies as English Language Teaching Media for Young Learners", explored the perspectives of elementary school teachers regarding the integration of Disney movies as a medium for English language teaching (ELT) for young learners, specifically focusing on listening skills. This investigation employed a descriptive-qualitative research design. Data were gathered through interviews conducted with five English teachers purposively selected from top elementary schools in Banyuwangi sub-district. The data analysis involved three stages: data reduction, data display, and conclusion drawing. The findings indicated that the teachers predominantly held a positive perception concerning the use of Disney movies, particularly "Frozen II", as an ELT medium. They considered "Frozen II" to be a suitable and highly recommended tool for teaching listening to young learners, as it

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²⁰ Hasanah, T., Nugrahani, D., & Setyorini, A. (2023). The use of subtitle in cartoon movie entitled "Frozen 2" as a media in improving students' vocabulary mastery on SMP Purnama 2 Semarang in academic year 2023. Social Science Academic, 1(2), 413–428. https://doi.org/10.37680/ssa.v1i2.3626

effectively fulfilled four key functions of ELT media: attentive, affective, cognitive, and compensatory. Consequently, several benefits were identified: increased student learning enthusiasm, clearer lesson delivery, prevention of student boredom, and the facilitation of diverse learning activities beyond traditional explanations, such as watching the movie, listening to songs, or playing games based on the film. The research concluded that Disney movies, exemplified by "Frozen II", are perceived by teachers as effective and beneficial ELT media for enhancing listening skills in young learners²¹

Table 2.1 The Similarities and Differences between Previous Research and Current Research

No.	Author and Title		Similarities			Differences				
1	2			3		4				
1.	Gustina	Perm	atasari	a.	Both	resea	rchers	a.	The	previous
	Ritonga	and	Benni		used	Ì	Disney		research	focused
	Ichsanda	Rahmar	Hz,		movie	s in E	English		on	compares
	2024 "Si	tudy of I	Disney	S I	langua	age lea	rning.	RI	animated	and non-
T	Animated	! and	Non-	b.	Both	resea	rchers	П	animated	Disney
1	Animated	! Movie	e on	/1.1	exami	ne stu	idents'		movies.	
	Students'	Voca	bulary	1	percep	otions	of	b.	The	previous
	Mastery:	Insights	from		using	Ì	Disney		research	conducted
	Students'	Perception	on"		movie	S	for		in a teach	ner-guided
					vocab	ulary			learning	context,
					learni	ng.			not sel	lf-directed
				c.	Both	resea	rchers		learning.	
					focuse	ed on	junior	c.	Previous	research
					high		school		used ca	se study
					studer	its.			research (design,

²¹ Mubarokah, Z., Indiarti, W., & Inayah, A. (2022). Teachers' perception on the use of Disney movies as English language teaching media for young learners. Lunar: Journal of Language and Art. https://doi.org/10.36526/ln.v6i1.1977

1	2	3	4
			while this research
			uses descriptive
			qualitative
			research design.
2.	Melvinda Nesty	a. Both researchers	a. Previous research
	Fikriatuzzahro, 2023	used Disney	used Classroom
	"The Implementation of	movies as a	Action Research
	Watching Disney Movie	medium for	(CAR) research
	Clips to Improve	language learning.	design, while this
	Students' Speaking Skill	b. Both researchers	research uses
	at Madrasah Tsanawiyah	investigate	descriptive
	Baitul Arqom Jember"	language skills	qualitative
		among junior high	research design.
		school students	b. The previous study
			focused on
	UNIVERSITAS	SISLAM NEGE	students' speaking
Ţ	CIAI HAJI AC	HMAD SID	skill, while this
			study focuses on
	JEN	1 B E R	students'
			vocabulary.
			c. The participants of
			previous study
			were seventh-
			grade students,
			while these
			research
			participants are
			ninth-grade
			students.

1	2	3	4	
3.	Tanzila Alfi Hasanah,	a. Both researchers	a. Previous research	
	Dyah Nugrahani, and	examine the used	used Quantitative	
	Ajeng Setyorini, 2023	Disney movie	(pre-experimental)	
	"The Use of Subtitle in	(Frozen 2) for	with pre-test and	
	Cartoon Movie Entitled	students'	post-test research	
	"Frozen 2" as A Me <mark>dia</mark>	v <mark>ocab</mark> ulary.	design, while this	
	in Improving Students'	b. Both researchers	research uses	
	Vocabulary Mastery on	focused on ninth-	descriptive	
	SMP Purnama 2	grade students of	qualitative	
	Semarang in Academic	junior high	research design.	
	Year 2023"	school.	b. Previous research	
			investigates the	
			effectiveness of	
			subtitles, while	
			this research	
	UNIVERSITAS	S ISLAM NEGE	examines the	
Ţ	CIAI HAJI AC	HMAD SID	students'	
	1 -		perceptions	
4.	Ahmad Zainul Farid,	a. Both researchers	a. The participants	
	2023 "The	analyze the	of previous study	
	Implementation of	students'	were seventh-	
	Watching English Movie	perceptions	grade students,	
	Clips on Learning	learning	while these	
	English Vocabulary at	vocabulary	research	
	the Seventh Grade of	through movie.	participants are	
	SMP Madinatul Ulum	b. Both researchers	ninth-grade	
	Jenggawah in Academic	focused on	students.	
	Year 2022/2023"	students of junior	b. Previous research	
		high school.	focused on	

1	2	3		4	
		c.	Both researchers		general English
			use descriptive		movie, while this
			qualitative		research focused
		Δ	research design.		on Disney
					animated movie.
5.	Zulfatul Mubarok <mark>ah</mark> ,	a.	Both researchers	a.	The subjects of
	Wiwin Indiarti, and Arin	Ų	used Disney		previous research
	Inayah, 2022 "Teachers'		movies as a		are elementary
	Perception on the Use of		medium for		school teachers,
	Disney Movies as		language learning.		while this research
	English Language	b.	Both researchers		uses junior high
	Teaching Media for		examine the		school students.
	Young Learners"		perceptions of	b.	The previous study
			using Disney		focused on
			movies as a		students' listening
	UNIVERSITAS	SI	medium for	R	skill, while this
T	CIAI HAJI AC	Н	language learning	П	study focuses on
	uai ilaji ac	c.	Both researchers		students'
	JEN	1	used descriptive		vocabulary.
			qualitative		
			research design.		

Based on the explanation above, it can be concluded that the previous studies applied various research designs, such as experimental study, classroom action research, and pre-experimental study. These studies also had different focuses, including listening skills, speaking skills, vocabulary improvement, and students' engagement in language learning. In addition, each previous study used different learning contexts, such as teacher-guided classroom activities or media-assisted language teaching. However, this current research has its own distinctive characteristics compared to the five

previous studies mentioned above. This study focuses on exploring students' perceptions of using *Disney animated movies* as self-directed learning media to enhance vocabulary learning among ninth-grade junior high school students. Furthermore, instead of measuring direct vocabulary improvement quantitatively, this research adopts a descriptive qualitative approach to gain in-depth insights into students' views, highlighting their experience when engaging in independent vocabulary learning through *Disney animated movies*.

B. Theoretical Review

1. Perception

Perception is the psychological process through which individuals recognize, organize, and interpret sensory information from the environment to make sense of the world around them. ²² The term "perception" is derived from the Latin word "perceptio," which in turn originates from the verb "percipere," meaning "to receive" or "to take". ²³ According to the Cambridge Dictionary, perception refers to a thought, belief, or opinion often held by many people and shaped by appearances. ²⁴ This definition emphasizes the subjective nature of perception, where individuals form their understanding based not only on objective facts but also on personal experiences and social influences.

In the educational context, Hong defines perception as an individual's thought or opinion about something they have learned, which influences their behavior toward using that knowledge or learned, which influences their behavior toward using that knowledge or method.²⁵ In this context, perception refers to determining based on knowledge and

Oxford Learner's Dictionary. Accessed July 20, 2025, at 1.20 PM, from https://www.oxfordlearnersdictionaries.com/definition/english/perception?q=perception

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²² Rohmatulhaq, N. (2024). Students' perception on Webtoon as a self-directed learning medium for reading skill at ninth grade of SMP Muhammadiyah 1 Purwokerto (Undergraduate Thesis, State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto)

Cambridge Dictionary. Accessed July 20, 2025, at 3:49 PM, from https://dictionary.cambridge.org/dictionary/english/perception

²⁵ Kian-sam Hong, Ridzuan Abang Ahmad, and Ming-Koon Kuek, 'Students' Attitudes toward the Use of the Internet for Learning', Educational Technology & Society, 6.2 (2003), pp. 45–49 <Hong, K., Ridzuan Article.pdf>.

experiences, whether one agrees or disagrees with a specific method and idea. Hong highlights the evaluative aspect of perception, where individuals not only form opinions but also use them to shape their attitudes and actions. This perspective underlines the relationship between perception and decision-making, particularly in how individuals respond to and apply what they have learned. Collectively, these explanations suggest that perception is influenced by internal and external factors, such as sensory input, prior knowledge, experience, and social context. It also highlights that perception is not static, it evolves as individuals encounter new information or experiences, which reshape their thoughts, beliefs, and actions.

Perception is a dynamic and multifaceted process that extends beyond passive observation, involving active interpretation, evaluation, and meaning-making shaped by personal, cultural, and contextual influences. The concept of perception provides a framework for examining how students interpret and respond to the use of *Disney animated movies* for vocabulary learning. Perception, influenced by factors such as prior experience, sensory impressions, and personal evaluation, shapes how students assess the usefulness and effectiveness of the learning media. By analyzing their perceptions, this research seeks to reveal the subjective insights that promote students' engagement and learning outcomes, aligning with the theoretical emphasis on perception as a dynamic, interpretive process.

a. Process of Perception

In the process of perception, Qiong identifies three systematic stages wich are mentioned below²⁶:

1) Selection

In this stage, students concentrate on specific stimuli while filtering out others to avoid being overwhelmed by excessive

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²⁶ O U Qiong, 'A Brief Introduction to Perception', Studies in Literature and Language, 15.4 (2017), pp. 18–28, doi: 10.3968/10055.

sensory input. This selective attention is often guided by factors such as personal interest, relevance, or familiarity. For example, students may focus on specific elements of *Disney animated movies*, such as character dialogues, song lyrics, or visual scenes that capture their attention or seem relevant to their vocabulary learning.

2) Organization

Once the stimuli are selected, the brain organizes the information into meaningful categories or patterns to facilitate understanding. This process involves grouping similar elements or identifying connections between them. For instance, students might group newly encountered vocabulary from the movies into thematic categories (e.g., daily activities, emotions, or nature) and relate it to previously learned words, thus forming meaningful connections.

3) Interpretation

In the final stage, individuals interpret the organized information by assigning meaning, which is shaped by their prior experiences, cultural context, or personal beliefs. For example, students may interpret *Disney animated movies* as an effective learning resource if the movies help them understand and remember new vocabulary through contextualized stories and songs. On the other hand, some may find it less effective if the movies pace feel too rapid.

The perception process described by Qiong is relevant to this research's examination of students' responses to the use of *Disney animated movies* as self-directed learning media for vocabulary. In the selection stage, students focus their attention on specific elements of the animated movies, such as character dialogues, song lyrics, or visual scenes that they find interesting or relevant to their learning goals, while ignoring fewer engaging aspects. During the organization stage,

students mentally group and categorize newly encountered vocabulary from the movies, connecting it to their prior knowledge or specific language-learning objectives. This may involve associating words with visual contexts, gestures, or storyline events. Finally, in the interpretation stage, students evaluate the effectiveness of *Disney animated movies* for improving their vocabulary, with their assessment shaped by prior experiences, personal interest, and the perceived relevance of the media to their English learning journey. These three stages provide a useful framework for understanding how learners process and assess multimedia resources in independent language learning, highlighting the dynamic and subjective nature of perception in educational settings.

b. Forms of Perception

Robbin states that perception can be categorized into two types: positive perceptions and negative perceptions.²⁷ These are explained as follows:

1) Positive Perception

It occurs when an individual evaluates something favorably, based on their expectations or prior experiences. This type of perception is shaped by satisfaction with the object and familiarity with it. For example, a student might find *Disney animated movies* engaging, visually appealing, enjoyable, and effective in helping them remember new vocabulary.

2) Negative Perception

Negative perception happens when an individual forms an unfavorable opinion about something, usually because it does not realize expectations or conflicts with existing norms. These perceptions often arise from a dissatisfaction or lack of familiarity. For instance, students might develop negative perceptions if they feel the language used in the movies is too advanced, the pacing

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²⁷ Robbin, S. P. (2003). *Perilaku Organisasi*. Jakarta: PT. Indeks Kelompok Gramedia.

too fast, or if they consider the movies less helpful for vocabulary retention.

This framework helps to explain how students evaluate the use of Disney animated movies for self-directed vocabulary learning. Positive perceptions may arise when students find the movies enjoyable, visually engaging, easy to understand, and aligned with their learning goals, thus increasing their motivation to use them as a vocabulary learning tool. In contrast, negative perceptions may occur if the movies are perceived as too difficult to follow, not relevant to their learning needs, or less effective in helping them retain new vocabulary. By examining these forms of perception, this research aims to understand how students' attitudes and experiences influence their engagement with Disney animated movies as an independent learning resource for vocabulary learning.

2. Learning Media

Learning media consists of two terms, specifically "media" and "learning". The term "media" refers to an intermediary or introducer, whereas "learning" is described as a state that aids in the execution of learning tasks. ²⁸ In his study, Brown (as cited in Rohmatulhaq) demonstrated that the choice of learning medium used in educational activities can have a significant impact on the effectiveness of learning.²⁹ Winkel defines learning media as non-living tools or resources utilized or provided by the instructor to facilitate the teaching and learning process in order to attain instructional objectives.³⁰ According to Sanjaya, learning media refers to various instruments and materials, such as radio,

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²⁸ Rohmatulhaq, N. (2024). Students' perception on Webtoon as a self-directed learning medium for reading skill at ninth grade of SMP Muhammadiyah 1 Purwokerto (Undergraduate Thesis, State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto)

²⁹ Rohmatulhaq, N. (2024). Students' perception on Webtoon as a self-directed learning medium for reading skill at ninth grade of SMP Muhammadiyah 1 Purwokerto (Undergraduate Thesis, State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto)

³⁰ Winkel, W. S. (2009). *Teaching Psychology*. Yogyakarta: Media Abadi. digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

television, smartphones, books, newspapers, and magazines, that are utilized to accomplish educational objectives. 31 Schramm (as cited in Rohmatulhaq), learning media refers to a communication medium that can be effectively employed for educational objectives.

Based on the given definitions, it can be inferred that learning media refers to any resource utilized to create educational materials, with the aim of engaging students' attention, interest, thoughts, and emotions during learning activities, ultimately leading to the achievement of learning objectives. Each learning medium serves as a tool utilized to accomplish educational goals.

a. Types of Learning Media

There are numerous varieties of learning media that are designed for particular uses. Satrianawati categorizes learning media into four distinct types: visual media, audio media, audio-visual media, and interactive multimedia.³² These forms of media can be utilized as instructional tools in the teaching and learning process to assist students' comprehension of academic subjects.

1) Visual Media

Visual media is a form of media that depends on the sense of sight to comprehend the subject matter. Visual media is employed to highlight particular points through the use of illustrations, hence facilitating comprehension of information for students. Some examples of visual media are photographs, newspapers, and comics.

2) Audio Media

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Audio media is closely dependent on the use of the auditory sense. Audio media is utilized in the educational context to convey information through the use of voices, which are played using a particular equipment or tool. This medium can aid students in

³¹ Sanjaya, W. (2008). Learning Strategies Oriented to Educational Process Standards. Jakarta: Kencana Prenada Media Group.

³² Satrianawati. (2018). *Media and Learning Sources*. Yogyakarta: Deepublish digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

refining their concentration skills and fostering imaginative thinking during learning activities. A few examples are audio recorders, radios, and music.

3) Audio Visual Media

Audio Visual Media is a kind of media which mixes visual and audio components to provide information as a sound-assisted video through the use of a video player. The advantages of the combination provide an answer to the shortcomings of either visual or audio media, enabling audio visual media more attractive medium for instructional materials to deal the challenges related with various student learning methods, particularly in the context of self-directed learning. A few examples of audio-visual media include television, movies, and YouTube.

4) Interactive Multimedia

Multimedia refers to the integration of many forms of data, such as sound, video, audio, animation, images, and text, which are projected through a computer or smartphone in a web or application. Interactive multimedia offers an effective approach to deal with challenges related with various student learning methods. Examples of interactive multimedia that can be employed as educational tools include websites such as Quizezz, web comics or Webtoon apps, and similar applications.

However, experts have concluded that movie as the audio-visual media is the best way to teaching and learning. Using movie for learning can be more effective than teachers who explain the material for too long. In other words, movie can help teachers or learners emphasize enjoyable and meaningful learning.

3. Movie

Movie is a form of art that uses a person's life story, fiction, and history to entertain people.³³ This can be shown by being happy, sad, angry, or in other ways. One of the visual tools that come in the form of pictures and words is the movie. Movie is a series of images that are projected into a screen to create the illusion of motion. Furthermore, motion pictures are also called movies, film or cinema, are one of the most popular forms of entertainment, that have people to immerse themselves in an imaginary world for a short period of time.

Movie or film can also teach people about history, science, human behavior and any other subjects. Some movies combine entertainment with instruction, makes the learning process more enjoyable. In all its forms, cinema is an art as well as a business, and those who make motion pictures take great pride in their creation. Another opinion about movie given by Kirkpatrick (as cited in Fikriatuzzahro) indefines movie as a series of connected cinematographic images projected on a screen.³⁴

Motion pictures are recorded using specially designed cameras hat capture the images on rolls of movie. After being processed and printed, the movie is run through a projector, which shines light through the film so that the images are sparked on a screen. Most movies have accompanying sound. The functions of movie are to educate, entertain, enlighten and inspire the audiences, and in this case the researcher tried to identify the use movies in the students' learning process, especially on self-directed learning context. The researcher thought that movie can also be used as an alternative method in learning vocabulary, because the student would get a new experience in their language learning that is quite different from their

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³³ Fikriatuzzahro, M. N. (2023). *The implementation of watching Disney movie clips to improve students' speaking skill at Madrasah Tsanawiyah Baitul Arqom Jember* (Undergraduate Thesis). State Islamic University of Kiai Haji Achmad Siddiq Jember

³⁴ Fikriatuzzahro, M. N. (2023). *The implementation of watching Disney movie clips to improve students' speaking skill at Madrasah Tsanawiyah Baitul Arqom Jember* (Undergraduate Thesis). State Islamic University of Kiai Haji Achmad Siddiq Jember

Manurip, N. M. J., & Katemba, C. V. (2023). *Disney Movies as a Tool in Increasing Listening Skill*. Journal on Education, 5(4), 14086–14101.

daily experience in their class, and for the teacher, a movie can be used as an alternative method in teaching that is suitable with their classroom situation.

Based on the definition above. I can conclude that movie is a work combining a story, scenes, history, incident, and also music, it is recorded on movie shown as a motion picture in a cinema, television, etc.

a. The Advantages of Movie

The advantages of using movie will be explained as follows³⁶:

1) Seeing language-in-use

When students watch movies, they don't just hear the language, they also see it. This makes it much easier to understand, for example, because expressions, gestures, and other visual hints often give away the general meaning and mood. Students can act out some spoken language phrases or gestures.

2) Cross cultural awarness

A movie uniquely allows students beyond their classroom. This is especially useful if they want to see, for example, typical British "body language" when inviting someone out, or how American speaks to waiters. Movies are also very helpful because they let students see what people in other countries eat and what they wear. In addition to learning a language, they can also learn about the society of another country.

3) The power of creation

When students make their own movies as a way to teach and learn, they have the chance to make something remembered and fun. This makes learning activities fun for students.

4) Motivation

For all the reasons we've talked about so far, most students are more interested in language when they can see it being used as

³⁶ Harmer, J S, The Practice of English Language Teaching, Third Edition Completly Revised and update, Malaysia.Longman (2006).

well as hear it. It can get the students' excited about learning and teaching.

This research is grounded in Mayer's Cognitive Theory of Multimedia Learning, which posits that meaningful learning occurs when learners integrate verbal and visual information. ³⁷ In the context of this study, *Disney animated movies* serve as multimedia input that allows students to connect words with real-life visuals and contextual usage. This combination facilitates vocabulary learning by engaging both auditory and visual cognitive channels.

b. Types of Movies

Bordwell and Thompson explained the types of movies or film as follow³⁸:

1) Documentary Movie

A documentary movie supports to present factual information about the world outside the film. As a type of movie, documentaries present themselves as factually trust worthy. According to Bordwell and Thompson there are two types of documentary movie, they are;

- a) Compilation movie: produced by assembling images from archival sources.
- b) Direct cinema: recording an on going event 'as it happens' with minimal interference by the filmmaker.

2) Fictional Movie

A fictional movie presents imaginary beings, places or events. Yet, if a movie is fictional, that does not mean that it is completely unrelated actuality. For one thing, not everything shown or implied by the fiction movie needs to be imaginary, a typical fictional movie stages its events; they are designed, planned, rehearsed, filmed and refilmed. In a fictional movie the

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³⁷ Mayer, R. E. (2001). *Multimedia Learning*. Cambridge University Press

³⁸ Bordwell and Thompson. (1997). Film Art: An Introduction Volume 3. Mcgraw Hill Company Inc.

agents are portrayed or depicted by an intermediate, not photographed directly in documentary.

3) Animated Movie

Animated movie is distinguished from live-action ones by the unusual kinds of work that are done at production stage. Animated movie does not do continuously filming outdoor action in the real time, but they create a series of images by shooting one frame at a time.

Among various genres of movies, animated movies are particularly attractive to young learners because of their vibrant visuals, engaging characters, and simplified yet context-rich language. Specifically, *Disney animated movies* have been globally recognized for their rich storytelling, universal moral values, and widespread popularity among children and adolescents. In accordance with that, *Disney animated movies* can be confirmed as a media that is fun and effective in increasing student learning motivation and creating a more enjoyable learning process. It is because students like pictures, especially in audio-visual form. Based on that explanation, the researcher chose *Disney animated movies* for this research.

4. Disney Animated Movies

One audio-visual media that is highly influence is movie. And among the many options available, *Disney animated movies* stand out as a valuable language learning. ³⁹ *Disney animated movies* refers to photos or images in a sequence frame that creates the illusion of natural motion on a screen which are produced by Walt Disney Pictures, a popular American movie production company and a division of Walt Disney Studios, owned

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³⁹ Hasanah, T., Nugrahani, D., & Setyorini, A. (2023). The use of subtitle in cartoon movie entitled "Frozen 2" as a media in improving students' vocabulary mastery on SMP Purnama 2 Semarang in academic year 2023. Social Science Academic, 1(2), 413–428. https://doi.org/10.37680/ssa.v1i2.3626

by The Walt Disney Company. 40 Walt Disney Company was one of the big companies producing children's movies such as *Cinderella Story, Toys Story, Tinker Bell, Alice in Wonderland* etc. According to Aryani movies produced by Walt Disney can always steal the attention of people around the world, even movies created for children are also enjoyed by teenagers and adults such as *Tangled, Brave, Frozen, Moana, Encanto* etc. 41

The audio-visual nature of these animated movies not only captures students' attention, but also strengthens vocabulary through the use of meaning and context, making the process of vocabulary learning development more meaningful and memorable. ⁴² In essence, including *Disney animated movies* into vocabulary learning goes beyond traditional methods, offering a fun and effective way to encourage language development. ⁴³ The combination of visual stimuli, engaging story-telling and, the joy attached to *Disney animated movies* transforms the vocabulary learning process becomes a charming journey.

In this research, the researcher chooses *Disney movies titled Moana* and *Toy Story*. This research would examine students' perceptions in utilizing the *Disney animated movies* for vocabulary learning. Although some previous researches have emphasized learning activities through animated movies, the *Disney animated movies* present a new method for organized learning with teacher guidance. *Disney animated movies* were chosen because they are widely recommended for children and adolescents due to their engaging narratives, rich visuals, and accessible language that make them suitable for educational purposes.

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⁴⁰ Tyner-Mullings, A. R. (2023). *Disney animated movies, their princesses, and everyone else*. Information Communication and Society, 26(5), 891–903. https://doi.org/10.1080/1369118X.2023.2166362

⁴¹ Aryani, N. (2019). The effect of using movie "Brave" toward students' vocabulary at the eighth grade of SMP N 8 Batanghari academic year 2018/2019 (Undergraduate Thesis). Batanghari University, Jambi.

⁴² Cahyono, D. N., Khumaedi, M., & Hadromi, H. (2021). The impact of audio-visual media toward learning result in the subject of seizing picture. Journal of Vocational and Career Education, 6(738), 1-10.

⁴³ Manurip, N. M. J., & Katemba, C. V. (2023). *Disney Movies as a Tool in Increasing Listening Skill*. Journal on Education, 5(4), 14086–14101

5. Self-Directed Learning

a. Definition of Self-Directed Learning

Self-directed learning is a learning strategy in education that is conducted autonomously outside of school hours. ⁴⁴ Self-directed learning refers to the process in which students acquire knowledge by engaging in activities such as reading, analyzing, and comprehending information, both within and outside of the classroom setting using multimedia resources such as books, the internet, and other sources. ⁴⁵ Establishing students' habits in autonomous study can be means to develop their sense of responsibility and discipline in the learning process. ⁴⁶ Students who possess a sense of responsibility and exhibit discipline in self-directed learning have a significant effect on the development of new perspectives and knowledge, without relying on external assistance.

b. Objectives of Self-Directed Learning

The objective of self-directed learning is to enhance students' aptitude and competencies in the learning process without external assistance, thus decreasing their reliance on teachers or friends. Engaging in self-directed learning to enhance abilities and skills does not imply being unable to ask for assistance from others. Rusman demonstrated that friends play a crucial part in the self-directed learning process by engaging in discussions about their learning.⁴⁷ It is common for students who learn independently to encounter difficulties with comprehending the significance of a material. Engaging in discussions with others can facilitate self-directed learning by enabling

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⁴⁴ Voskamp, A., Kuiper, E., & Volman, M. (2022). *Teaching practices for self-directed and self regulated learning: case studies in Dutch innovative secondary schools*. Educational Studies, 48(6), 772–789. https://doi.org/10.1080/03055698.2020.1814699

⁴⁵ Charokar, K., & Dulloo, P. (2022). Self-directed Learning Theory to Practice: A Footstep towards the Path of being a Life-long Learner. Journal of Advances in Medical Education and Professionalism, 10(3), 135–144. https://doi.org/10.30476/jamp.2022.94833.1609

⁴⁶ Rusman. (2012). Learning Models: Developing Teacher Professionalism. Jakarta: Rajawali Press.

⁴⁷ Rusman. (2012). Learning Models: Developing Teacher Professionalism. Jakarta: Rajawali Press.

the discovery of solutions to difficult issues. Despite this statement, relying consistently on someone is not an option for students to foster self-directed learning.

According to Knowles, self-directed learning involves learners not relying on continual assistance, guidance, or direction from others. As Learners must possess a sense of self-motivation and creative thinking, and be capable of working independently by depending on their own abilities. Contrary to the misconception that autonomous learning is studying alone without any assistance, students can actually accept assistance from others and engage in discussions to find solutions to difficulties they encounter. This approach allows them to avoid being overly reliant on external support while still actively attempting to resolve other difficulties on their own. An essential feature of self-directed learning is recognizing the need for assistance or support from others. Moreover, a crucial aspect of self-directed learning is the ability of each learner to discover reliable sources of knowledge.

Self-directed learning approach is a method of learning that focuses on developing personal initiative, independence, and self-improvement. Self-directed learning can be achieved by collaboration with friends, participation in small groups, or seeking advice from more experienced individuals. The shift in the learning process paradigm promotes active student engagement in the learning process. According Zimmerman (as cited in Rohmatulhaq) the other tactics employed focus on fostering metacognition, which refers to the capacity to regulate several cognitive processes encompassing the stages of remembering, comprehending, application, analysis, synthesis, and assessment.⁴⁹

⁴⁸ Knowles, M. S. (1975). *Self-Directed Learning: A Guide for Learners and Teachers*. Chicago: Follet Publishing Company

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c. Benefits of Self-Directed Learning

The implementation self-directed learning offers advantages for students in the process of acquiring knowledge, such as: learners have the ability to acquire knowledge and skills based on their personal desires, expectations, and motivation. ⁵⁰ By exploring into significant subjects, learners can enhance their learning process. Individuals have the ability to strategize and evaluate their own educational goals. Engaging learners would enhance their participation in the learning process, leading to a more profound acquisition of knowledge. Currently, learners are being urged to engage in thinking rather than simply memorizing information in order to improve their critical thinking abilities. Enhance learners' responsibility for the learning process by enabling them to assess their learning accomplishments.

Song & Hill states that the earlier individuals develop the capacity for independent learning, the more effortless it becomes for students to engage in their educational pursuits. 51 Engaging in selfdirected learning can enhance an individual's curiosity, ability to think critically, make informed decisions, foster innovation, and boost selfassurance. Meanwhile, Yamin argues that self-directed learning has several advantages for the cognition, affect, and psychomotor skills of learners. These benefits include the following⁵²:

- 1) Develop various cognitive abilities
- 2) Enhance critical thinking skill
- 3) Encourage responsibility
- 4) Build mental endurance
- 5) Enhance proficiency
- 6) Resolve issues

⁵² Yamin, M. (2011). *New Paradigm of Learning*. Jakarta: Gaung Persada Press

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⁵⁰ Charokar, K., & Dulloo, P. (2022). Self-directed Learning Theory to Practice: A Footstep towards the Path of being a Life-long Learner. Journal of Advances in Medical Education and Professionalism, 10(3), 135–144. https://doi.org/10.30476/jamp.2022.94833.1609

⁵¹ Song, L., & Hill, J. R. (2007). A conceptual model for understanding self-directed learning in online environments. Journal of Interactive Online Learning, 6(1), 27-42.

- 7) Engage in innovative thinking
- 8) Engage in analytical thinking
- 9) Strong confidence
- 10) Develop an independent mindset for personal growth

6. Vocabulary

Vocabulary is a fundamental aspect in foreign language learning, as a key in students' ability to achieve language proficiency. Vocabulary serves as a foundation for the four essential language skills: listening, speaking, reading, and writing, by providing a collection of vocabulary that enables coherent communication. ⁵³ Students with an extensive vocabulary usually show higher competence in these skills compared to students who have limited lexical knowledge.

According to Thornbury⁵⁴, without vocabulary, nothing can be ably conveyed. It means without vocabulary there is no value meaning that can be transferred to others in communication. It helps the learners to understand the message of the communication. That also stated Thornbury vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone's knowledge of words.

However, vocabulary acquisition remains a significant challenge for students in non-English speaking countries, which often hinders their overall language development. Folse emphasizes that while grammar is important, vocabulary has a more important role in communication, as conveying meaning is impossible without it.⁵⁵ Similarly, Hatch (as cited in Ahmad) highlights that students' basic communicative competence strongly depends on their ability to effectively use vocabulary strategies.⁵⁶

⁵³ Ahmad, S. I. N. (2025). *Utilizing subtitle of Disney movie clips to improve vocabulary* (Undergraduate Thesis, State Islamic University of Kiai Haji Achmad Siddiq Jember)

Scott Thornbury, How to Teach Vocabulary, (Edinburgh: Pearson Education Limited, 2002),.13
 Folse, K. (2004). Vocabulary Myths: Applying Second Language Research to Classroom Teaching. Ann Arbor: The University of Michigan Press

Ahmad, S. I. N. (2025). *Utilizing subtitle of Disney movie clips to improve vocabulary* (Undergraduate Thesis, State Islamic University of Kiai Haji Achmad Siddiq Jember)

Therefore, *Disney animated movies* serve as an innovative medium for vocabulary learning, offering both engaging content and authentic language exposure. Investigating students' perceptions of these movies provides valuable insights into how multimedia resources can support vocabulary acquisition and address the limitations of traditional learning approaches. The integration of *Disney animated movies* into vocabulary learning has the potential to increase students' exposure to a wider range of lexical items and promote more enjoyable, contextual, and meaningful language practice, thereby contributing to their overall language development.

7. Vocabulary Learning

Understanding the theoretical framework is vital for optimizing the use of multimedia resources such as *Disney animated movies* in vocabulary learning. Vocabulary is fundamental to effective communication, as it forms the foundation for both comprehension and language production. Additionally, vocabulary is categorized into two types: productive vocabulary, which includes words actively used in speaking and writing, and receptive vocabulary, which involves words recognized during reading or listening.

Disney animated movies provide authentic language exposure that supports both receptive and productive vocabulary learning. Through watching characters' conversations, songs, and actions, students encounter words in rich contexts that deepen their semantic understanding while also expanding their lexical breadth. The multimodal nature of movies such as combining visuals, sounds, and subtitles enhances both comprehension and retention of new vocabulary.

Strategies that can support vocabulary learning in this context include metacognitive, cognitive, social, and memory strategies, as proposed by Schmitt. For instance, cognitive strategies are reflected when students imitate dialogues or write down new words, while memory strategies occur as learners associate words with visual scenes, songs, or

repeated expressions from the movies. Metacognitive strategies are evident when students choose specific movie scenes to replay for better understanding, thereby regulating their own learning pace. Meanwhile, social strategies may take place when learners discuss vocabulary from movies with peers or teachers.⁵⁷

Particularly in the context of self-directed learning, *Disney animated movies* are effective tools for vocabulary acquisition due to their engaging content, accessibility, and authenticity. Movies enable learners to encounter language in natural communicative settings, which not only facilitates vocabulary growth but also enhances motivation and enjoyment in the learning process.

8. Vocabulary Learning Strategies

Vocabulary is a fundamental component in second language learning since it provides the building blocks for communication and comprehension. This research adopts Schmitt's taxonomy of vocabulary learning strategies, which consists of determination, social, memory, cognitive, and metacognitive strategies. In the context of *Disney animated movies*, these strategies can be naturally integrated into students' self-directed learning experiences.

The following outlines how vocabulary learning occurs through Disney animated movies:

a. Vocabulary Input (Determination Strategy)

Determination strategies refer to methods learners use to independently discover the meaning of unfamiliar words. When watching *Disney animated movies*, students are exposed to new vocabulary items through characters' dialogues, songs, and subtitles. Learners can determine the meaning of unfamiliar words by using context clues such as gestures, facial expressions, tone of voice, and visual settings. For instance, when a character says "run" while

Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press

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⁵⁷ Schmitt, N. (1997). *Vocabulary learning strategies*. In N. Schmitt & M. McCarthy (Eds.), Vocabulary: Description, acquisition, and pedagogy (pp. 199-227). Cambridge University Press.

showing the action of running, students can infer its meaning directly without translation. This process reflects the determination strategy, where learners discover word meaning from available input. Subtitles further support comprehension by providing textual reinforcement alongside auditory input. Through this strategy, learners actively determine word meanings without direct teacher intervention, making the process highly self-directed.

b. Vocabulary Memory (Memory Strategy)

Disney animated movies provide repeated exposure to vocabulary through songs, catchphrases, and recurring dialogues. Students often memorize words more effectively when they are linked with visual imagery, music, or emotional context. For example, in Frozen, the word snow is reinforced visually by the snowy setting, aurally in the song "How far I'll go" and contextually in the storyline. This multimodal repetition strengthens memory retention and helps learners recall vocabulary more easily. Thus, the memory strategy is naturally activated as students' associate words with images, sounds, and narrative events.

c. Vocabulary Practice (Cognitive Strategy)

Cognitive strategies are employed when learners actively engage with the vocabulary obtained from movies. For example, after watching, *students* may note down new words, repeat them aloud, or try to create their own sentences using the vocabulary they encounter. Teachers or learners themselves can design simple follow-up activities, such as retelling a scene or mimicking dialogues. This stage allows learners not only to recognize words but also to practice using them in meaningful contexts, strengthening their active vocabulary learning.

d. Reflection and Monitoring (Metacognitive Strategy)

Disney animated movies also promote metacognitive strategies, as learners regulate their own study process by choosing which movies to watch, when to pause or replay, and how to focus on new

vocabulary. For instance, students may pause a scene to write down difficult words, replay a song to catch pronunciation, or compare subtitles with the spoken dialogues. These actions reflect self-directed learning where students independently plan, monitor, and evaluate their vocabulary learning journey.

By framing *Disney animated movies* within Schmitt's taxonomy, this research highlights how students naturally engage in different vocabulary learning *strategies* while watching movies. The determination, memory, cognitive, and metacognitive strategies emerge as the most dominant, while social strategies may occur secondarily. This alignment helps explain students' perceptions of *Disney animated movies* as not only entertaining but also effective and motivating tools for vocabulary learning.

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CHAPTER III

RESEARCH METHOD

A. Research Design

This research employed a qualitative research approach, which is widely used in social sciences, particularly in education, to explore participants' experiences and perspectives in depth. According to Creswell, qualitative research involves formulating research questions, collecting detailed data directly from participants, analyzing the data inductively from specific themes to broader patterns, and interpreting the findings meaningfully. Specifically, this research adopted a descriptive-qualitative design, which focuses on exploring and thoroughly describing the social phenomenon under research in a detailed and comprehensive way.

This approach was chosen to obtain more detailed information about junior high school students' perceptions of using *Disney animated movies* as a medium for self-directed vocabulary learning. The qualitative design allowed the researcher to explore the details of students' perceptions of learning vocabulary independently through animated movies. By focusing on specific data, this research aims to provide meaningful insights into the role of *Disney animated movies* in supporting language learning, particularly in enhancing students' vocabulary learning in a self-directed learning context.

B. Research Location

This research conducted in MTsN 2 Jember which is located at Jalan Merak No. 11 Slawu, Patrang, Jember, East Java. The selection of MTsN 2 Jember as the research location as the research site was based on the consideration that many students in this school are already familiar with *Disney animated movies*, but no prior research has investigated their use as a medium for self-directed vocabulary learning. In addition, the researcher has teaching experience at MTsN 2 Jember and has obtained official permission

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⁵⁹ Creswell, J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: SAGE Publications.

from the school, which can assist in comprehending the learning conditions of the students.

C. Research Subject

The subject of this research are students of class 9G. This class was selected because several students had experience using Disney animated movies as part of their independent learning activities, which is relevant to the objectives of this research. The majority of students in this class are between 14 and 15 years old, with diverse backgrounds in terms of interests, abilities, and English learning styles. The class consist of 22 students, which provided a representative sample to explore students' perceptions of using Disney animated movies as a medium for self-directed vocabulary learning.

D. Data Collection Techniques

Data collection techniques are the methods used by the researcher to collect data from the source. Data collection techniques are essential in this context because it determines the type of data that will be used to collect information and answer the research questions. 60 The researcher would employ the following techniques to collect the data:

1. Observation

Creswell defines observation as a method of collecting data openly and directly by observing individuals and their environment at the research site. This approach enables researchers to gain insights into behaviors, interactions, and contexts within their natural settings, offering a comprehensive understanding of the phenomenon under investigation.

In this research, the researcher employed observation because the main focus of the study was on students' perceptions including attitudes toward the use of Disney animated movies as self-directed learning media. The researcher did not take part in the learning activities but observed students' responses, attention, engagement, and their attitudes

Creswell, J. W. (2012). Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Ed.). Pearson. (p. 212)

toward the movie. This approach allowed the researcher to obtain more objective and natural behavioral data.

2. Open-ended Questionnaire

Questionnaires can be categorized into three types: open-ended, closed-ended, and mixed. For this research, the researcher utilized a open-ended questionnaire to gather clear and focused insights aligned with the research objectives. To ensure ease of understanding and accurate responses, the questionnaire was designed in Indonesian. The administration of the questionnaire followed a structured procedure. First, the questionnaire was created and distributed online using Google Forms, allowing students to access it conveniently through a link shared in their class WhatsApp group. This method facilitated efficient distribution, provided students' flexibility to complete the questionnaire at their convenience, and enabled automatic response compilation for streamlined data management. Second, students were given a specific time allocation (30 minutes) to complete the questionnaire, while the researcher remained available to clarify any questions. Finally, the data collected via Google Forms were automatically organized into a spreadsheet, ensuring a readyto-use format for analysis. This systematic approach ensured efficiency and convenience for both the students and the researcher.

3. Interview

Creswell highlights that interviewing is one of the most commonly used methods in qualitative research, comparable in popularity to observation. A qualitative interview involves researchers asking participants broad, open-ended questions and recording their responses. The collected data are then transcribed and prepared in a digital format for in-depth analysis, offering valuable insights into participants' perspectives and experiences. Further explains by Creswell that qualitative interviews can be conducted as one-on-one sessions or focus group discussions. One-on-one interviews, ideal for participants who are articulate and comfortable expressing their thoughts, allow researchers to

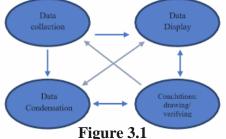
engage directly with an individual. In contrast, focus group interviews involve 4–6 participants and facilitate interaction, often revealing shared insights, particularly when time is constrained or participants may feel unwilling to share individually.

In this research, the interviews were conducted individually to create a comfortable environment where participants could freely express their opinion without the influence of their peers. The semi-structured interview format was employed, allowing the researcher to focus on key topics while remaining flexible to explore participants' unique perception. This approach was essential for capturing nuanced and complex phenomena. Additionally, the interview process supplemented data from questionnaires and observations, providing a comprehensive understanding of students' experiences and perceptions regarding the use of the *Disney animated movies*. To ensure various perception, 5 students were selected purposively among 22 participants to take part in the interviews.

E. Data Analysis

This research employed the qualitative data analysis framework developed by Miles, Huberman, and Saldana that is analyzed data by four steps: data collection, data condensation, data display, and drawing and verifying conclusion. ⁶¹ The process of qualitative data analysis in this research is illustrated in the following model proposed by Miles, Huberman

and Saldana:



(Interactive Model of Qualitative Data Analysis)⁶²

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⁶¹ Miles, M. B., Huberman, A. M., and J., Saldaña. (2014). *Qualitative Data Analysis: a methods sourcebook, third edition*. London: Sage Publications, p. 12-13.

⁶² Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook (3rd ed.)*. SAGE Publications.

Data were gathered using three primary methods: observation, interviews, and questionnaires. After the data were collected, the analysis followed three steps as detailed below:

1. Data Condensation

In this stage, the researcher selected and simplified the raw data to focus on information relevant to the research objectives. This process involved reviewing observation notes, interview transcripts, and questionnaire responses, then reducing them into manageable and meaningful units. From the observational data, only behaviors and interactions related to vocabulary learning through *Disney animated movies* were retained. Interview transcripts were carefully read, then rewritten into concise summaries and categorized into major themes such as perceived benefits, challenges experienced, and students' suggestions for improvement. Questionnaire responses were grouped based on recurring answers that reflected students' perceptions of using *Disney animated movies* for vocabulary learning. Through this condensation process, the researcher was able to highlight essential points while discarding unnecessary details, ensuring the data were well-organized and ready for the next stage of analysis.

2. Data Display

After condensation, the next step was organizing the data into a meaningful and structured display. The reduced data were described in narrative form to illustrate how students engaged with *Disney animated movies* for vocabulary learning in a self-directed context. Descriptive summaries were provided for the observation results, while interview data were presented using selected quotations to preserve the authenticity of students' voices. Questionnaire findings were also displayed categorically, based on dominant themes and common feedback. This narrative and thematic presentation allowed the researcher to observe relationships and emerging patterns, making it easier to interpret the results in line with the research objectives.

3. Conclusion Drawing

The final step involved drawing conclusions based on the integrated analysis of all data sources. The researcher synthesized the findings by comparing themes across observation, interview, and questionnaire data, ensuring consistency and coherence. The process of triangulation helped validate the conclusions regarding the students' perceptions and experiences. By aligning the results with previous studies and relevant theoretical insights, the researcher was able to draw well-founded conclusions about the role and effectiveness of *Disney animated movies* in supporting students' self-directed vocabulary learning.

F. Trustworthiness of Data

In qualitative research, trustworthiness of data is commonly assessed through triangulation, a method that verifies the accuracy of data by cross-checking it against external references. In this research, triangulation was conducted through two approaches: source triangulation and technique triangulation. Source triangulation ensures data credibility by comparing information obtained from various sources, such as different individuals, locations, or times. On the other hand, technique triangulation involves validating the same data using multiple methods, including observations, questionnaire, and interviews.

After data collection, which included participant observation, individual interviews, and questionnaires, the researcher compared these instruments to ensure consistency and accuracy. For instance, interview data reflecting positive perceptions of *Disney animated movies* as a tool for learning English were trustworthy supporting observations, thereby enhancing the credibility of the findings with additional sources.

⁶³ Mathew B. Miles, A. Michael Huberman and Johny Saldana, *Qualitative Data Analysis: a methods soucebook; third edition* (London: Sage Publications), 2014, 266

G. Research Steps

This section is a research process that involves a systematic plan for conducting research, which includes initial exploration, designing a research framework, carrying out research activities, and ending with the report writing stage. 64 Following the research process described previously, the following research plan would be carried out by the researcher:

1. Pre-field Stage

The pre-field stage involves comprehensive preparations to ensure that the research process going well and efficiently. This stage includes several key activities as described in this section:

a. Developing the research design

In this activity, the researcher establishes the framework of the research by defining the research tittle, research focus, research objectives, and research subject and research methodology. This step serves as a foundation, and to ensure that the research follows a clear and systematic plan.

b. Selecting research field

The researcher identifies and selects an appropriate location for the research that aligns with the research objectives. For this research, MTsN 2 Jember was chosen due to its relevance to the research topic and its accessibility.

c. Processing permits

Before entering the field, the researcher must secure formal approval. This involves obtaining a recommendation letter from Universitas Islam Kiai Haji Achmad Siddiq Jember, then submitted to the principal or relevant authority at MTsN 2 Jember to gain permission for data collection.

⁶⁴ Tim Penyusunan, *Pedoman Penulisan Karya Ilmiah*, (Jember: UIN KHAS Jember Press, 2024).

d. Assessing the field conditions

After permission is granted, the researcher begins to explore and assess the field to better understand the background of the research object and all the conditions to research. This activity intending to make it easier for the researcher to collect data.

e. Preparing research instruments

The researcher prepares the necessary equipment for the research before entering the field, including preparing a list for the observation guidelines, and question for interview and questionnaire. These instruments are carefully designed to align with the research's objectives and facilitate the collection of comprehensive and accurate data.

2. Field Work Stage

The fieldwork stage begins after all preparations are completed. This stage includes several main steps: first, data collection, where researchers collect information according to a predetermined schedule using observation, interview, and questionnaire techniques. Next, data processing was conducted to organize and prepare the collected data for analysis. Finally, the data analysis stage applied qualitative analysis methods to interpret the data comprehensively. This process includes systematically presenting an overview of the findings and discussing the results in the context of the research objectives.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of the Research Object

The object of this research is Madrasah Tsanawiyah National 2 Jember. The location of MTsN 2 Jember at Jl. Merak No. 11, Slawu, Patrang District, Jember Regency, and East Java Province. To provide a complete understanding of this research object, the following details about MTsN 2 Jember are presented:

1. Identity of MTsN 2 Jember

a. Name : Madrasah Tsanawiyah Negeri 2 Jember.

b. Address : Jl. Merak No. 11.

c. ZIP Code : 68116

d. Village : Slawu

e. Districts : Patrang

f. Regency-City : Jember

g. Province : East Java

h. Institution Status : National

i. Accreditation : A

j. SK Publisher : Ministry of Religion, East Java Province

k. Year Founded : 16 March 1978

1. The Principal's Name : Nur Aliyah, S.Pd., M.Pd.

2. Vision and Mission of MTsN 2 Jember

a. Vision

The realization of religious, professional, competent and literate people.

b. Mission

- 1) Growing, developing, appreciating and practicing Islamic teachings.
- 2) Realizing excellent service.
- 3) Develop students' potential according to their interests and talents.

- 4) Improving student competence through intensive coaching, both academic and non-academic.
- 5) Increasing the active role of students in various scientific activities.
- 6) Cultivate literacy activities.
- 7) Train students' abilities in carrying out research.
- 8) Optimizing the use of technology in learning both intra and extracurricular.

3. Demographic Information of Students

The students at MTsN 2 Jember come from diverse socioeconomic backgrounds. The school provides an inclusive and supportive learning environment that accommodates students with varying academic abilities. MTsN 2 Jember has 25 classrooms for teaching and learning process, the class is divided into a number of class VII 256 students, VIII with 235 students, IX with 246 students a total of 737 students. As for students at MTsN 2 Jember are detailed as follows:

Table 4.1

Number of Students

NO	CLASS	MALE	FEMALE	AMOUNT
1.	VII	118	138	256
2.	VIII	116	119	235
3.	IX	109	137	246
	AMO	UNT		737

For this research, 22 students from class 9G were selected as participants. Class 9G is part of the full day class program, where students follow the national curriculum with an additional focus on *tahfidzul quran* for their featured studies. The students in this class have varying levels of English proficiency.

This diversity makes class 9G an appropriate research subject for exploring students' perceptions on *Disney animated movies* as self-directed vocabulary learning media.

B. Findings

This chapter presents the research findings obtained from the data collected through observations, open-ended questionnaires, and interviews with ninth-grade students who have experience using *Disney animated movies* as self-directed vocabulary learning. The findings are organized based on the main research questions: (1) What are the students' positive perceptions of using *Disney animated movies* as self-directed learning media for vocabulary learning and (2) What are the students' negative perceptions of using *Disney animated movies* as self-directed learning media for vocabulary learning.

The analysis of these findings aims to provide a comprehensive understanding of how students perceive the use of *Disney animated movies* in their vocabulary learning process. The findings are structured based on the themes that emerged from the data analysis, supported by students' direct statements, classroom observations, and theoretical perspectives. By examining students' perceptions, this research provides insights into how *Disney animated movies* function as engaging and meaningful learning media for vocabulary development and how students respond to this learning experience both positively and negatively.

- 1. Students' Positive Perception of Using *Disney Animated Movies* as Self-Directed Learning Media for Vocabulary Learning
 - a. Disney Animated Movies Were Fun and Easily Accessible Media for Vocabulary Learning

Based on the data collected from interviews, questionnaires, and classroom observations, most students expressed positive feelings toward learning vocabulary through *Disney* animated *movies*, primarily because these movies are familiar, entertaining, and easily accessible. Since students are already accustomed to watching *Disney movies* for leisure, the learning process felt more relaxed and enjoyable. The use of familiar characters and engaging storylines made students feel comfortable and interested in the activity.

Several students reported feeling more motivated and less pressured because the activity resembled entertainment rather than formal study. One student stated:

"Iya karena proses belajar jadi lebih seru sehingga kita jadi tertarik untuk belajar bahasa Inggris lewat film Disney." (QN-I)

"Yes, because the learning process becomes mor exciting, so we become interested in learning English through Disney movies" (QN - I)⁶⁵

Another student stated:

"Seru banget kak dan saya merasa lebih termotivasi karena bisa menonton dan belajar sekaligus, karena biasanya saya sangat malas belajar bahasa Inggris." (QN - RAPS)

"It's really exciting, sis, and I am more motivated because I can watch and learn at the same time, because usually I am very lazy to learning English." (QN - RAPS)⁶⁶

Additionally, this finding was also reflected in the questionnaire results, which showed that all 22 students had previously watched at least one *Disney animated movie* before the activity. This indicates that *Disney movies* are already part of their daily entertainment and personal preferences, making them easier to integrate into a learning context. Their familiarity with the movies helped them to adapt quickly to the learning activity and stay engaged during the process.

This finding was further reinforced through the observation data confirmed that students participated actively and showed enthusiasm while watching *Moana* movie.⁶⁷ Most students were focused, smiling, and paying close attention during movie scenes. Their body language and spontaneous reactions suggested that they were not only watching but also enjoying the activity (see figure 4.1).

⁶⁵ I, Questionnaire response, collected by author, October 13, 2025.

⁶⁶ R.A.P.S., Questionnaire response, collected by author, October 13, 2025.

⁶⁷ Observation data, collected by author, October 8, 2025



Figure 4.1 (Students showing enthusiasm while watching the movie)

In line with these observations, interview data also confirmed that students experienced vocabulary learning through movies as a pleasant activity. One student explained:

"Lebih tertarik dan gampang diingat kak, karena saya sering nonton dirumah, jadi suka cerita dan karakter Disney." (IV -MFIH)

"It's more interesting and easier to remember, sis, because I often watch it at home, so I like Disney stories and characters." $(IV - MFIH)^{68}$

This statement highlights how familiarity contributes to memory retention. Since students have already been exposed to Disney movies outside the classroom, their background knowledge and emotional connection with the content enhance their ability to absorb and remember new vocabulary.

The documentation further strengthened these findings. Through the WhatsApp homework task, students were asked to watch Toy Story independently at home, and the activity was well-received. The willingness of students to continue the learning activity outside the classroom demonstrated that the media was not only enjoyable but also easily accessible. Students could watch the movie on digital platforms, rewatch scenes, pause for understanding, and take notes independently. This accessibility allowed them to engage in learning at their own

pace, suggesting that the enjoyable nature of *Disney movies* encouraged participation beyond the school setting. One student wrote:

"Iya, karena akses nya yang mudah (bisa melalui hp, dll), juga bisa menyesuaikan dengan kecepatan sendiri." (QN – ABQA) "Yes, because access is easy (can bevia handphone, etc) and I can adjust the speed independently." (QN – ABQA) ⁶⁹



Figure 4.2

(Screenshot of WhatsApp group instruction for *Toy Story* homework)

The findings demonstrate that *Disney animated movies* serve as an engaging, enjoyable, and easily accessible media as most students can easily find and rewatch them through digital platforms such as *YouTube, Disney+*, or digital sharing. That significantly support students' positive perception toward vocabulary learning. Their familiarity with the content, emotional attachment to the characters, and the entertaining nature of the movies help create a classroom environment that is far more relaxed and motivating than traditional language learning activities.

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⁶⁹ A.B.Q.A., Interview by author, October 13, 2025.

b. Disney Animated Movies Provide Contextual and Visual Support for Understanding New Vocabulary

Another strong positive perception identified among students was that *Disney animated movies* provide clear contextual and visual support that helps them understand and remember new vocabulary more effectively. Through the combination of sound, images, and storyline, students were able to infer the meaning of unfamiliar words without the need for direct translation.

Based on the questionnaire data revealed that most students agreed that visual clues from characters' expressions, actions, and the situation in the movie helped them understand the meaning of new words without translation. Students also mentioned that subtitles supported their comprehension, as they could match written and spoken words simultaneously. One student stated:

"Cukup menyenangkan, karena jika menggunakan film Disney lebih mudah di pahami, karena ada visual dan di praktekkan langsung di film." (QN – RAPS)

"It's quiet fun, because when used *Disney movies* it's easier to understand, because there are visuals and practiced directly in the movie." $(ON - RAPS)^{70}$

Another student added:

"Lebih seru, soalnya kita bisa denger langsung gimana katakata itu diucapkan, intinya lebih menyenangkan." (QN – NAH) "It's more exciting, because we can hear directly how the words are pronounced, in essence it's more fun." $(QN - NAH)^{71}$

The observation results strengthened this finding. Several students actively took notes of new words they heard, such as "demigod," "brave,", "wave", etc.⁷² They were able to connect these words with the scenes they watched, which helped them recall the meanings naturally. The visual elements, gestures, and expressions of

⁷⁰ R.A.P.S, Questionnaire response, collected by author, October 13, 2025.

⁷¹ N.A.H, Questionnaire response, collected by author, October 13, 2025.

Observation in MTsN 2 Jember, October 8, 2025

the characters allowed students to grasp the meaning of words even if they did not fully understand the dialogue.



Tagorubbi Sri N	Valdavi Nap 2K	
Shape Stere Demigod Interrupted Source	Sincere State board Sincere	Shores Sailing Olherwaise
Man tugua	Cruzsy psortua	

Figure 4.3 (Students were seen writing down new vocabulary words during movie watching session)

Interview data also aligned with this observation, students mentioned that watching Disney movies provides clear visual and contextual support which helps them infer the meaning of unfamiliar vocabulary without relying heavily on dictionaries or translations. For example, one student explained:

"Beberapa ada yang susah, tapi saya sangat terbantu karena dari gambar dan konteks membantu saya menebak arti kata baru. (IV – NAH)

"Some of them are difficult, but I really get help because the pictures and context help me guess the meaning of words." (IV $-NAH)^{73}$

Another student noted that when they hear and see the words at the same time, it becomes easier to store those words in memory:

"Tergantung kak, tapi sejauh ini mudah karena ketika saya mendengar dan melihat kata, lebih mudah diingat." (IV -ABQA)

"It depends, but so far it's easier because when I hear and see the words, it's easier to remember." $(IV - ABQA)^{74}$

These statements demonstrate that the combination of audio (hearing the word) and visual input (seeing the action, object, or expression) allows students to process vocabulary more naturally. This

⁷³ N.A.H, Interview by author, October 14, 2025.

finding emphasizes that learners absorb information better when it is presented through both verbal and visual channels. The movie environment gives students non-linguistic clues such as character gestures, facial expressions, background settings, and storyline flow.

A similar pattern appeared in the students' exposure to *Toy Story* movie during self-directed sessions at home. When students were instructed to watch *Toy Story* at home and list new vocabularies they found, many students were able to complete the task successfully. Many reported that they could guess the meanings of everyday words from the actions of the characters. This suggests that the movie provided sufficient contextual support for them to identify unfamiliar words independently. One student said:

"Mudah banget, karena film sering mengulang beberapa kata. Dan juga melalui film bisa mengerti dari tindakan dan ekspresi karakternya." (IV – MFIH)

"It's really easy, because movies often repeat certain words. And also, through movies, I can understand the characters' actions and expressions." (IV – MFIH)⁷⁵

These combined classroom and home experiences highlight that the rich visual cues, contextual storytelling, repetition, and meaningful situations in *Disney animated movies* play a crucial role in helping students understand and remember new vocabulary. The learning becomes meaningful, multimodal, and closely connected to real-life use of the language.

c. Disney Animated Movies Improve Students' Pronunciation and Vocabulary Recall

Another positive perception that emerged from the findings was that *Disney animated movies* helped students improve both their pronunciation and their ability to recall English vocabulary. The repeated exposure to spoken words, dialogues, and songs provided students with natural auditory input, allowing them to imitate

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⁷⁵ M.F.I.H, Interview by author, October 14, 2025

pronunciation and remember vocabulary more effectively. The combination of sound, visual cues, and memorable scenes created a learning experience that supported both listening and speaking skills.

Based on the questionnaire results, many students agreed that hearing English words repeatedly in the movie made pronunciation clearer and easier to imitate. They reported that listening to the characters helped them understand how certain words were pronounced in real-life contexts. One student wrote:

"Filmnya membantu memperkuat apa yg dilihat dan didengar jadi bukan cuma sekedar hafalan vocab." (QN – SM)

"The movies helps reinforce what is seen and heard, so it's not just memorizing vocabulary." $(QN - SM)^{76}$

Another stated:

"Kadang sering diulang kata-kata nya, jadi lebih mudah ingat." (QN – NZM)

"Sometimes repeating words often makes them easier to remember." $(QN - NZM)^{77}$

These responses suggest that repetition in movies played an important role in strengthening both pronunciation and vocabulary retention. Many also expressed that *Disney* characters' clear articulation made it easier for them to imitate pronunciation and recall the words afterward.

The observation data reinforced this finding. During the movie-watching session, some students were observed attempting to repeat certain English words or phrases spoken by the characters in the *Moana* movie.⁷⁸ Even though only a few students repeated the words out loud, many others mouthed the words quietly or whispered them to themselves. For example, when characters repeatedly used words such as "ocean," "island," "wave," and "brave," students tended to mimic or rehearse the pronunciation.

⁷⁸ Observation in MTsN 2 Jember, October 8, 2025.

⁷⁶ S.M, Questionnaire response, collected by author, October 13, 2025.

⁷⁷ N.Z.M, Questionnaire response, collected by author, October 13, 2025.



Figure 4.4 (Students listening attentively and responding to repeated vocabulary)

One student mentioned:

"Saya suka dengerin dialognya kak, karena bisa belajar pelafalan yang tepat." (IV – MAA)

"I like listening to the dialogues because I can learn the correct pronunciation." (IV – MAA)⁷⁹

Another student highlighted on the questionnaires data how songs helped improve their vocabulary recall:

"Yang paling membantu saya belajar kosakata baru yaitu bagian lagu dan percakapan, karena bisa hafal kata-kata baru." (QN – MFIH)

"What helped me the most in learning new vocabulary were the songs and conversation parts. Because they help me memorize new words." $(QN - MFIH)^{80}$

These statements show that both dialogue and songs served as meaningful input that helped students internalize pronunciation and remember vocabulary over time. The rhythm and melody of wellknown songs such as "How Far I'll Go" created repeated exposure, which strengthened memory and improved recall.

Furthermore, the self-directed learning session also reinforced this perception. When assigned to watch Toy Story individually at home (as shown in the WhatsApp screenshot), several of them selected

M.A.A, Interview by author, October 14, 2025.

vocabulary that frequently appeared in the movie, suggesting that repetition helped them recognize and remember certain words.

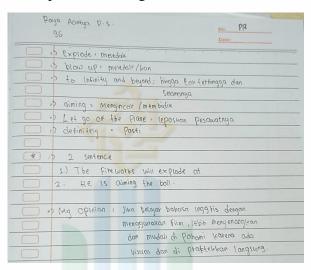


Figure 4.5
(Students' written vocabulary from *Toy Story* demonstrating listening based word selection)

These findings indicate that *Disney animated movies* provided multisensory language input that enhanced students' pronunciation, listening comprehension, and vocabulary recall. Through repeated exposure to authentic speech, songs, and dialogues, students could imitate pronunciation more naturally and retain new vocabulary more effectively than through traditional text-based instruction.

d. Disney Animated Movies Encourage Independent and Self-Directed Learning

Another positive perception that emerged from the findings is that *Disney animated movies* encourage students to become more independent and self-directed learners. Students expressed that learning through movies motivated them to study English outside the classroom and explore vocabulary at their own pace. The accessibility of *Disney movies* on online platforms allowed them to rewatch scenes, pause for comprehension, and note new words autonomously.

Based on the questionnaire results, many students reported feeling more motivated to learn independently when using movies as a

learning medium. They expressed that learning through movies felt less restrictive and allowed them to manage their own study time. One student wrote:

> "Iyaaa, kita bisa tau, dan belajar kata-kata yang sangat jarang dipelajari di pelajaran Bahasa Inggris, lewat Disney kita bisa tahu dan mencari sendiri artinya." (QN – TSR)

> "Yeahh, we can know and learn wors that are rarely studied in English lessons. Through Disney, we can know and found the meaning ourselves." (QN – TSR)⁸¹

Another student stated:

"Lebih bebas atur waktu sendiri kalau belajar pakai film." (QN -SNJ

"I have more freedom to manage my own time when studying using movies." (QN – SNJ)

These responses indicate that movie increased students' sense of freedom and control in their learning process.

Signs of learner autonomy were also visible during classroom observation. While watching the Moana movie, several studentsinitiated note-taking (as explained previously). 82 They wrote down unfamiliar vocabulary that caught their attention, demonstrating intrinsic motivation to record new words independently. This spontaneous action suggested that the movie naturally encouraged students to take responsibility for their learning.

Interview findings further supported that some students enjoyed the flexibility of learning independently without teacher guidance. One student stated:

"Saya suka belajar sendiri dan memilih film yang ingin saya tonton." (IV – FAB)

"I like learning by myself and choosing which movie I want to watch." $(IV - FAB)^{83}$

⁸¹ T.S.R, Questionnaire response, collected by author, October 13, 2025.

⁸² Observation in MTsN 2 Jember, October 8, 2025.

Another student stated:

"Lebih memudahkan belajar kak, karena nontonnya sangat santai dan menikmati belajar dengan film." (IV – ABQA) "It's make learning easier, because watching it is very relaxing and enjoying learning with movies." (IV – ABQA)⁸⁴

These statements reflect that students enjoyed the flexibility of learning on their own terms and appreciated having the freedom to choose materials that aligned with their interests. This statement reflects the students' growing sense of ownership and responsibility in managing their own learning process.

The self-directed learning activity at home through the *Toy Story* assignment strengthened this finding. Students were asked to watch the movie independently, identify vocabulary, translate words, create sentences, and reflect on their experience. Completing these tasks required students to manage their own time, access the movie independently, and monitor their learning progress.

During this activity, one student highlighted the advantage of learning independently at home. As one student said:

"Kalau nontonnya di rumah, saya bisa pause dan catat katakatanya kak." (QN – ASK)

"If I watch it at home, I can pause the movie and write down the words." $(ON - ASK)^{85}$

This rewatching behavior supports the concept of repetitive exposure, which is a crucial factor in vocabulary acquisition. Through repetition in familiar contexts, students could reinforce their memory of English words and develop better comprehension over time.

These results indicate that the use of *Disney animated movies* successfully fostered self-directed learning behaviors among students. Through movie, students develop autonomy, take initiative, use personalized strategies, and reflect on their learning progress. Also by

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⁸⁴ A.B.Q.A, Interviewed by author, October 14, 2025.

⁸⁵ A.S.K, Questionnaire response, collected by author, October 13, 2025.

engaging with enjoyable and familiar content, students developed motivation, responsibility, and confidence to manage their vocabulary learning independently both inside and outside the classroom.

- 2. Students' Negative Perception of Using *Disney Animated Movies* as Self-Directed Learning Media for Vocabulary Learning
 - a. Difficulty Understanding Fast-Pace English Dialogue in *Disney*Animated Movies.

Although students generally expressed positive perceptions toward learning vocabulary through *Disney animated movies*, several challenges also emerged—one of the most frequently reported being the difficulty in understanding fast-paced English dialogue. The natural speech speed used by characters in Moana and Toy Story made it difficult for some students to follow the storyline, recognize new vocabulary, and process spoken language accurately. This difficulty often caused students to lose track of information and interrupted their learning flow, especially for those with lower listening proficiency.

One student wrote:

"Percakapan di dalam film biasanya sangat cepat, jadi susah untuk menangkap apa yang dibicarakan." (QN-NZM)

"The conversations in movies are usually very fast, it's so hard to catch what's being said." $(QN - NZM)^{86}$

These responses indicate that students felt pressured by the speech speed and found it challenging to extract vocabulary from rapidly spoken dialogue.

This issue was also supported by observation. During the *Moana* viewing session, several students showed visible signs of confusion when characters spoke quickly or emotionally. ⁸⁷ Some students paused their note-taking, while others leaned toward their peers to ask about unfamiliar words or repeated sentences. Their body

⁸⁷ Observation in MTsN 2 Jember, October 8, 2025.

⁸⁶ N.Z.M, Questionnaire response, collected by author, October 13, 2025.

language suggested difficulty processing the dialogue, as they often stopped watching momentarily to regain focus.



Figure 4.6 (Two students paused their note-taking during the Moana session after failing to catch a rapid dialogue)

The difficulty also appeared during self-directed learning. When students watched Toy Story at home, some reported needing to rewind scenes multiple times or rely heavily on subtitles to compensate for the fast pronunciation. A few students mentioned that without subtitles, they struggled to identify vocabulary clearly, which reduced their confidence during independent learning activities. One student stated:

"Ada kak, seperti kecepatan dialog juga aksen yang di ucapkan dan kosakata yang sulit. Jadi kadang saya harus ulang scene nya agar lebih faham." (IV – FAB)

"Yes, there are, like speed of the dialogue, the accent used, and the difficult vocabulary. Sometimes I have to rewind the scene to understand it." (IV – FAB)⁸⁸

Furthermore, some students preferred using alternative learning platforms rather than movies when studying vocabulary. They felt that applications designed specifically for language learning provided clearer instructions and more structured guidance. One student wrote in the questionnaire:

"Sedikit membantu, namun aku lebih suka pakai aplikasi Duolingo kak." (QN – NAM)

"It helps a bit, but I prefer using the Duolingo app." (QN -NAM)⁸⁹

This response indicates that, for certain students, movie-based learning felt less manageable compared to platforms that present vocabulary in shorter, simpler, and more controlled formats. The structured exercises and direct feedback offered by applications like Duolingo were perceived as more accessible than processing fastpaced movie dialogue. This preference suggests that while movies provide rich and authentic exposure, some learners may require more guided and simplified tools to support their vocabulary acquisition.

b. Dependence on Subtitles and Limited Comprehension Without **Translation**

Another negative perception expressed by several students was their strong dependence on subtitles while watching Disney animated movies. Although subtitles are intended to support comprehension, many students in this study expressed that reading English subtitles felt challenging, especially when they had to read quickly while simultaneously following the movie scenes.

Based on the questionnaire result, several students admitted that reading English subtitles felt overwhelming and required more effort than listening alone. They reported difficulty keeping up with the speed of the text and often missed important information during fastmoving scenes. One student stated:

"Kadang subtitle-nya cepat banget munculnya, jadi tidak *kebaca semua.*" (QN – HIS)

"Sometimes the subtitles appear too fast, so I can't read all of them." $(QN - HIS)^{90}$

⁸⁹ NAM, Questionnaire response, collected by author, October 13, 2025.

Another student added:

"Iya sulit fokus, karena bingung antara membaca subtitle dan melihat film." (QN – RAPS)

"Yes, it's hard to focus, because I'm confused between reading subtitles and watching the movie." $(QN - RAPS)^{91}$

These responses indicate that the cognitive load of reading subtitles and watching the movie simultaneously made vocabulary recognition more difficult.

This issue was also evident during observation. While watching the *Moana* movie, several students appeared to focus more on the visuals than the subtitles. ⁹² Some leaned forward or squinted in an attempt to read the subtitles, but eventually stopped when the text changed too quickly. Others seemed to abandon reading altogether and relied solely on images or gestures to follow the storyline.

Interview results further confirmed this issue. Some students were not accustomed to watching movies with English subtitles. As a result, they struggled to read and understand the text in real time. One student said:

"Kesulitannya di subtitle kak, karena saya belum terbiasa pakai subtitle bahasa Inggris. Saya biasanya lebih sering pake subtitle Bahasa Indonesia." (IV – NAH)

"The problem is with subtitles, because I'm not used to using English subtitles. I usually use Indonesian subtitles more often." $(IV - NAH)^{93}$

Another student admitted:

"Saya lebih suka pakai subtitle bahasa Indonesia supaya cepat paham ceritanya." (IV – FAB)

"I prefer to use Indonesian subtitles so I can understand the story quickly." $(IV - FAB)^{94}$

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⁹¹ R.A.P.S, Questionnaire response, collected by author, October 13, 2025.

⁹² Observation in MTsN 2 Jember, October 8, 2025.

⁹³ N.A.H, Interviewed by author, October 14, 2025.

⁹⁴ F.A.B, Interviewed by author, October 14, 2025.

This indicates that students' difficulty stemmed not only from the vocabulary itself but also from the lack of familiarity with English subtitles as a learning tool. Students who normally rely on Indonesian subtitles found it difficult to adjust to reading in English while processing the fast-paced visual information in the movie. Although subtitles can assist comprehension, over-reliance may limit the development of listening and inference skills.

These findings suggest that dependence on subtitles became a significant obstacle in vocabulary learning through movies. The speed of English subtitles, lack of familiarity with reading in English, and reliance on Indonesian translation created challenges that disrupted students' learning flow. Students sometimes felt overwhelmed and less confident during scenes where subtitles moved too quickly. This hindered their ability to recognize new vocabulary and negatively impacted their learning flow.

c. Technical Problems During Movie-Based Learning

Another negative perception identified in this study was related to technical issues and environmental distractions that affected the learning experience, both in the classroom and during self-directed learning at home. Although the movies were engaging, several students faced difficulties caused by unstable internet connections, poor audio quality, or surrounding noise, which disrupted their focus and comprehension.

Based on the questionnaire results, many students agreed that technical problems such as buffering, sound delays, or unstable Wi-Fi sometimes affected their concentration during movie-based learning. One student stated:

"Kalau masalah sinyal saya masih sering problem karena wifi di rumah kadang macet-macet, jadi koneksi internet kadang mengganggu film." (QN – TSR) "I often have problems with the signal because the Wi-Fi at home sometimes freezes, so the internet connection disrupts the movie." $(QN - TSR)^{95}$

These responses show that technical instability increased students' cognitive load and disrupted comprehension.

Observation data supported this challenge during the *Moana* classroom session. While the movie was played using a projector and speakers, short buffering pauses and uneven audio levels caused temporary interruptions. ⁹⁶ During these pauses, several students became distracted, turned to their peers, or engaged in side conversations, indicating a loss of focus.

Interview data confirmed these technical problems. One student reported:

"Kalau sinyalnya jelek, filmnya suka macet, jadi agak ganggu belajarnya." (IV – MFIH)

"When the connection is bad, the movie sometimes lags, which disturbs the learning." $(IV - MFIH)^{97}$

Another student added:

"Waktu nonton di rumah juga kadang internetnya lemot, jadi gak fokus." (IV – ABQA)

"When watching at home, sometimes the internet is slow, so I can't focus." $(IV - ABQA)^{98}$

These findings show that environmental and technical factors can reduce students' engagement, especially when the movie-based learning activity depends on stable technology. In the classroom, background noise and occasional device malfunction distracted several students, while at home, internet connection issues were the most frequent problem.

⁹⁷ M.F.I.H, Interviewed by author, October 14, 2025.

⁹⁸ A.B.Q.A, Interviewed by author, October 14, 2025.

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⁹⁵ T.S.R, Qestionaire response, collected by author, October 13, 2025.

⁹⁶ Observation in MTsN 2 Jember, October 8, 2025.

d. Distractions and Limited Focus During Movie-Based Learning

The final negative perception identified in this study was students' difficulty in maintaining consistent focus during movie-based learning activities. Although *Disney animated movies* initially captured students' attention due to their entertaining visuals and storyline, sustaining concentration throughout the entire viewing session proved to be challenging for some learners. This issue highlights that engagement at the beginning of the movie did not always translate into continuous attentiveness for vocabulary learning.

Based on the questionnaire results, several students admitted that they occasionally lost focus during the movie because of its duration and entertaining nature. They reported that long viewing periods made it harder to stay attentive to vocabulary learning tasks, especially when scenes contained extended dialogue or slower pacing. One student wrote:

"Kadang jadi gak fokus dan lebih menikmati ceritanya daripada belajar vocabulary." (QN – HIS)
"Sometimes, I can't focus and end up enjoying the movie

instead of learning vocabulary." $(QN - HS)^{99}$

These responses suggest that students' attention span decreased over time, and entertainment value sometimes overshadowed the learning objective.

Observation data supported this finding during the *Moana* classroom session. While students appeared enthusiastic at the beginning, a noticeable drop in attention occurred after approximately 30 minutes of viewing. Some students whispered to friends, some even slept, looked away from the screen during slower scenes, and indicating reduced engagement.

Similar distractions were also reported during the self-directed Toy *Story* activity at home. Without classroom supervision, students

⁹⁹ H.S, Questionnaire response, collected by author, October 13, 2025.

Observation in MTsN 2 Jember, October 8, 2025.

were more susceptible to multitasking and environmental interruptions. One student mentioned:

"Kalau di rumah ke-distract kalau ada notifikasi aplikasi, jadi kadang nggak fokus sama kosakatanya." (IV – FAB)

"When at home, I get distracted when there are app notifications, so sometimes I can't focus on the vocabulary." $(IV - FAB)^{101}$

This indicates that the flexibility of learning at home also required self-discipline, which not all students were able to maintain consistently.

Additionally, questionnaire responses revealed that the length of the movie and continuous exposure without breaks contributed to fatigue and reduced attention. Students indicated that watching a full-length movie made it harder to process throughout the entire viewing session remains a challenge for some learners. The entertaining nature of movies can sometimes shift students' orientation from learning to passive enjoyment, limiting opportunities for intentional vocabulary processing.

Table 4.2

Data presentation and Analysis

, A. A.	sentation and Analysis		
No	Research	Focuses	Research Findings
1.	Students'	positive	Students generally perceived Disney
	perception	ns	animated movies as enjoyable,
			familiar, and easy-to-follow media
			for vocabulary learning. Because they
			already watched Disney films in their
			daily lives, the activity felt natural,
			relaxed, and highly engaging. The
			strong visuals and clear story
			contexts helped students understand
			new words more easily, while
			repeated expressions supported better

¹⁰¹ F.A.B, Interviewed by author, October 14, 2025.

recall. Listening to native-sounding dialogue also improved their awareness of pronunciation. The flexibility to pause, replay, and learn at their own pace, especially during the Toy Story homework, encouraged greater independence and made them feel more confident and motivated throughout the learning process.

2. Students' negative perceptions

Students experienced several challenges when learning vocabulary through Disney animated movies. The fast-paced English dialogue often made it difficult for them to catch and understand new words, causing them to repeat scenes or rely heavily on subtitles. Many students also struggled with English subtitles because the text appeared quickly, forcing them to split their attention between reading and watching, which disrupted their comprehension. Technical issues such as buffering, unstable internet, and poor audio further interfered with their focus both in class and at home. Some students even preferred more structured learning like apps finding movies Duolingo, less controlled and harder to follow for vocabulary learning.

C. Discussion

This section discusses the research findings in relation to the theories and previous studies presented in Chapter II. The aim is to answer the research questions and examine how students' perceptions of *Disney animated movies* align or contrast with existing literature on perception, vocabulary learning, multimedia learning, and self-directed learning. Each theme emerging from the findings is analyzed to provide a deeper understanding of the role of *Disney animated movies* as a self-directed learning medium for vocabulary development. The discussion is organized into two major parts: students' positive perceptions and students' negative perceptions toward the use of *Disney animated movies* for vocabulary learning. The discussion is presented as follows:

1. Students' Positive Perceptions of Using Disney Animated Movies as Self-Directed Learning Media for Vocabulary Learning

The findings of this research reveal that most students held positive perceptions toward the use of Disney animated movies as a medium for self-directed *vocabulary* learning. Students described the movies as fun, engaging, familiar, and enjoyable, which made the learning process feel less formal and less stressful. This aligns directly with Hong's explanation that perception is influenced by learners' previous experiences. ¹⁰² Since students were already familiar with *Disney movies* in their daily entertainment routines, they approached the learning process with a favorable mindset shaped by these prior interactions. In addition, Robbins also states that positive perception arises when students evaluate an instructional method as beneficial or enjoyable compared to traditional approaches. ¹⁰³ Compared to repetitive and traditional vocabulary learning methods, *Disney animated movies* provided a more relaxed and motivating

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¹⁰² Kian-sam Hong, Ridzuan Abang Ahmad, and Ming-Koon Kuek, *'Students' Attitudes toward the Use of the Internet for Learning'*, Educational Technology & Society, 6.2 (2003), pp. 45–49 <Hong, K., Ridzuan Article.pdf>.

Robbin, S. P. (2003). *Perilaku Organisasi*. Jakarta: PT. Indeks Kelompok Gramedia.

environment, which increased students' willingness to learn new vocabulary independently.

The positive perception was also strengthened by the strong visual and contextual support provided by animated movies. Students explained that characters' actions, facial expressions, settings, and storyline contexts helped them understand the meaning of new vocabulary items more easily. This reflects Mayer's Cognitive Theory of Multimedia Learning, which argues that learning becomes more effective when information is presented through verbal and visual channels simultaneously. ¹⁰⁴ The movies offered rich multimodal cues; visuals, audio, subtitles, and contextual actions, that supported students' comprehension. As a result, students were able to infer meanings even without explicit translation, which corresponds to Schmitt's view that contextualized exposure supports memory-based vocabulary strategies. ¹⁰⁵ These findings also reinforce Hasanah et al., who found that animated movies improve vocabulary comprehension because the multimodal input reduces ambiguity and supports meaning-making. ¹⁰⁶

Students' responses further indicate that repeated exposure to key vocabulary through dialogue, songs, and recurring scenes helped them remember words more easily. Repetition plays an essential role in vocabulary development, as highlighted by Thornbury, who argues that multiple encounters with words increase the likelihood of retention. ¹⁰⁷ In this study, scenes from *Moana and Toy Story* reinforced vocabulary through repeated expressions, which made certain words more memorable for learners. This also corresponds with Folse's emphasis on repeated and

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¹⁰⁴ Mayer, R. E. (2001). *Multimedia Learning (3rd ed.)*. Cambridge University Press.

Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.),

¹⁰⁶ Hasanah, T., Nugrahani, D., & Setyorini, A. (2023). The use of subtitle in cartoon movie entitled "Frozen 2" as a media in improving students' vocabulary mastery on SMP Purnama 2 Semarang in academic year 2023. Social Science Academic, 1(2), 413–428. https://doi.org/10.37680/ssa.v1i2.3626

Scott Thornbury, *How to Teach Vocabulary*, (Edinburgh: Pearson Education Limited, 2002),.13

meaningful exposure as a key factor in vocabulary acquisition. ¹⁰⁸ Previous research by Fikriatuzzahro similarly supports the finding that animated movies enhance vocabulary recall because students repeatedly hear and see words used naturally across different scenes. ¹⁰⁹

Another important aspect contributing to students' positive perception was the way movie-based activities encouraged self-directed learning behaviors. Students reported feeling more autonomous and motivated when they were able to pause, replay, take notes, and complete tasks at their own pace, especially during the Toy Story homework assignment. This reflects Knowles' principle of Self-Directed Learning (SDL), where learners take responsibility for planning, managing, and evaluating their own learning. 110 Students demonstrated several SDL characteristics such as goal setting (identifying vocabulary), strategy use (pausing, replaying, taking notes), and self-monitoring (checking meanings and writing vocabulary lists). Song and Hill also argue that SDL integrates learner autonomy with cognitive engagement, which was clearly reflected in how students interacted with the movie materials both in class and independently at home. 111 Furthermore, these findings align with Farid, who found that movie clips foster independent learning because students feel in control of their learning environment. 112

Emotional engagement also played a significant role in shaping students' positive perceptions. Their interest in Disney characters and stories increased their attention and motivation throughout the activity.

¹⁰⁸ Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. Ann Arbor: The University of Michigan Press

¹⁰⁹ Fikriatuzzahro, M. N. (2023). *The implementation of watching Disney movie clips to improve students' speaking skill at Madrasah Tsanawiyah Baitul Arqom Jember* (Undergraduate Thesis). State Islamic University of Kiai Haji Achmad Siddiq Jember

https://doi.org/10.1016/j.jcrysgro.2011.10.051

¹¹¹ Song, L., & Hill, J. R. (2007). A conceptual model for understanding self-directed learning in online environments. Journal of Interactive Online Learning, 6(1), 27–42.

¹¹² Farid, A. Z. (2023). The Implementation of Watching English Movie Clips on Learning English Vocabulary at the Seventh Grade of SMP Madinatul Ulum Jenggawah in Academic Year 2022/2023 (Skripsi). Universitas Islam Negeri KH Achmad Siddiq Jember

According to Mayer, affective engagement enhances cognitive processing by lowering stress and increasing willingness to interact with learning materials. Students' enthusiasm and enjoyment contributed to lower anxiety and greater confidence in learning new vocabulary, supporting Qiong's idea that perception involves organizing and interpreting stimuli in ways that reflect emotional responses. Prior studies, such as Ritonga & Rahman, reported similar findings, showing that animated movies create a positive emotional climate that supports vocabulary learning. 115

Overall, the positive perceptions identified in this study indicate that Disney animated movies function effectively as media for vocabulary learning within a self-directed learning context. Students' familiarity with the films contributed to a comfortable and supportive learning environment, making them more open and motivated to engage with the material. The combination of visuals, audio, storyline, and contextual cues provided rich support for understanding and remembering new vocabulary, showing how multimedia elements can enhance language learning. In addition, the freedom to pause, replay, and explore the movies independently helped students take greater control of their own learning, allowing them to practice at their own pace. These findings show that *Disney animated movies* naturally integrate enjoyment, contextual support, and learner autonomy, making them a suitable and meaningful tool for vocabulary development.

2. Students' Negative Perceptions of Using Disney Animated Movies as Self-Directed Learning Media for Vocabulary Learning

Despite the generally positive responses, the findings also reveal several negative perceptions that students experienced when using *Disney animated movies* for vocabulary learning. These challenges demonstrate

¹¹³ Mayer, R. E. (2001). *Multimedia Learning*. Cambridge University Press

¹¹⁴ O U Qiong, 'A Brief Introduction to Perception', Studies in Literature and Language, 15.4 (2017), pp. 18–28, doi: 10.3968/10055.

Ritonga, G. P., & Hz, B. I. R. (2024). Study of Disney Animated and Non Animated Movie on Students' Vocabulary Mastery: Insights from Students' Perception. Ethical Lingua, 11(1), 245–259. https://doi.org/10.30605/25409190.712

how the learning process is influenced not only by the media's strengths but also by students' linguistic limitations, cognitive load, technological constraints, and personal learning preferences. According to Robbins, perception includes an evaluative process where learners judge whether a learning experience matches or contradicts their expectations and abilities. ¹¹⁶ In this case, certain aspects of movie-based learning were perceived as difficult or less effective by some students, leading to negative evaluations and reduced confidence.

One of the main issues expressed by students was the difficulty in understanding the fast-paced English dialogue in the movies. Native speaker pronunciation, rapid speech delivery, and varied accents caused students to miss important vocabulary or fail to recognize words they had previously learned. This aligns with Hatch's explanation (in Ahmad) that beginner EFL learners face challenges when processing authentic spoken input because it demands high levels of auditory decoding ability. 117 From the perspective of Qiong's perception theory, this difficulty arises during the interpretation stage, where learners attempt to make sense of stimuli but struggle when the input is too dense or too rapid. 118 Similar results were found by Mubarokah et al., who reported that many students feel overwhelmed when watching movies with natural-speed dialogue, especially when their listening skills remain limited. 119 Therefore, although movies provide rich exposure to authentic English, the complexity of the auditory input sometimes becomes a barrier rather than a support.

Another significant obstacle was the difficulty in reading and relying on English subtitles. Students explained that subtitles changed too

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¹¹⁶ Robbin, S. P. (2003). *Perilaku Organisasi*. Jakarta: PT. Indeks Kelompok Gramedia.

¹¹⁷ Ahmad, S. I. N. (2025). *Utilizing subtitle of Disney movie clips to improve vocabulary* (Undergraduate Thesis, State Islamic University of Kiai Haji Achmad Siddiq Jember)

¹¹⁸ O U Qiong, 'A Brief Introduction to Perception', Studies in Literature and Language, 15.4 (2017), pp. 18–28, doi: 10.3968/10055.

¹¹⁹ Mubarokah, Z., Indiarti, W., & Inayah, A. (2022). *Teachers' perception on the use of Disney*

Mubarokah, Z., Indiarti, W., & Inayah, A. (2022). Teachers' perception on the use of Disney movies as English language teaching media for young learners. Lunar: Journal of Language and Art. https://doi.org/10.36526/ln.v6i1.1977

quickly, making it hard for them to follow both the written text and the moving visuals simultaneously. This reflects Mayer's Cognitive Theory of Multimedia Learning, which states that learners can experience cognitive overload when required to process visual and verbal information at the same time. For students with limited reading speed or unfamiliarity with English subtitles, this overload disrupted comprehension and interfered with vocabulary acquisition. According to Hong, prior experiences shape perception; because many students were accustomed to Indonesian subtitles, shifting suddenly to English subtitles created a perceptual mismatch that resulted in frustration. This observation is reinforced by Hasanah et al., who found that students with low subtitle literacy often struggle to adjust when exposed to English subtitles in movie-based learning. Thus, although subtitles can support comprehension, they can also introduce cognitive challenges when learners are not yet fluent readers.

In addition to linguistic difficulties, students also faced technical obstacles that negatively shaped their perception of movie-based learning. During independent learning; particularly when completing the Toy Story homework, several students experienced unstable internet connections, buffering videos, or limited device performance. These external disruptions affected students' ability to engage consistently with the movie and reduced their concentration. Based on Qiong's concept of perceptual selection, external distractions hinder the learner's ability to focus on relevant stimuli, making the learning process less effective. ¹²³ Farid similarly reported that technical issues, such as poor internet access or

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¹²⁰ Mayer, R. E. (2001). *Multimedia Learning (3rd ed.)*. Cambridge University Press.

Kian-sam Hong, Ridzuan Abang Ahmad, and Ming-Koon Kuek, 'Students' Attitudes towards the Use of the Internet for Learning', Educational Technology & Society, 6.2 (2003), pp.45–49

Hasanah, T., Nugrahani, D., & Setyorini, A. (2023). The use of subtitle in cartoon movie entitled "Frozen 2" as a media in improving students' vocabulary mastery on SMP Purnama 2 Semarang in academic year 2023. Social Science Academic, 1(2), 413–428. https://doi.org/10.37680/ssa.v1i2.3626

O U Qiong, 'A Brief Introduction to Perception', Studies in Literature and Language, 15.4 (2017), pp. 18–28, doi: 10.3968/10055.

insufficient device quality, significantly interfere with the success of digital learning media, including movie clips. ¹²⁴ For some students, these problems reduced motivation and made movie-based learning feel inconvenient, especially when compared to offline or more structured materials.

Another negative perception found in the study was that some students viewed movies as less structured than formal vocabulary learning tools such as language-learning applications or textbooks. These students expressed that apps like *Duolingo* felt more organized and straightforward because they provided direct instructions, levels, and immediate feedback. In contrast, movies appeared too open-ended, requiring students to infer vocabulary rather than being guided step-by-step. This reflects Robbins' notion that perception depends on whether learners feel the material meets their needs and preferences. ¹²⁵ Hong similarly notes that individual expectations strongly influence how new media are evaluated; students accustomed to structured tasks may perceive movies as lacking clarity or instructional support. ¹²⁶ Mubarokah et al. also found that some learners prefer traditional, structured methods over movies because they feel more secure when the learning path is clearly defined. ¹²⁷

Finally, some students reported difficulty remembering vocabulary when they did not take notes, indicating that passive watching was insufficient for long-term retention. This aligns with Schmitt's vocabulary learning strategies, which emphasize that deliberate actions; such as note-taking, word repetition, and review, are necessary to transfer vocabulary

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¹²⁴ Farid, A. Z. (2023). The Implementation of Watching English Movie Clips on Learning English Vocabulary at the Seventh Grade of SMP Madinatul Ulum Jenggawah in Academic Year 2022/2023 (Skripsi). Universitas Islam Negeri KH Achmad Siddiq Jember

¹²⁵ Robbin, S. P. (2003). *Perilaku Organisasi*. Jakarta: PT. Indeks Kelompok Gramedia.

¹²⁶ Kian-sam Hong, Ridzuan Abang Ahmad, and Ming-Koon Kuek, *'Students' Attitudes toward the Use of the Internet for Learning'*, Educational Technology & Society, 6.2 (2003), pp. 45–49 <Hong, K., Ridzuan Article.pdf>.

Mubarokah, Z., Indiarti, W., & Inayah, A. (2022). Teachers' perception on the use of Disney movies as English language teaching media for young learners. Lunar: Journal of Language and Art. https://doi.org/10.36526/ln.v6i1.1977

from short-term to long-term memory. 128 When students failed to engage in these strategies, they tended to forget the words soon after watching, leading to negative experiences and reduced confidence in the effectiveness of the media. This also connects with Knowles' Self-Directed Learning theory, which states that learners must take responsibility for managing their own learning strategies. 129 When some students did not take sufficient initiative, their learning outcomes declined, shaping a negative perception toward the activity.

Overall, the negative perceptions identified in this study highlight the linguistic, cognitive, technical, and personal-preference barriers students faced while using Disney animated movies for vocabulary learning. These challenges are consistent with theories of perception, multimedia learning, and self-directed learning presented in Chapter II, and they align with findings from previous studies involving movie-based language learning. Although movies offer engaging and contextual input, they also demand strong listening, reading, and self-regulation skills that areas in which some learners still require support.

¹²⁸ Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.),

Vocabulary: Description, acquisition, and pedagogy (pp. 199-227). Cambridge University Press. Knowles, M. S. (1975). Self-Directed Learning: A Guide for Learners and Teachers. Chicago:

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to explore the students' perceptions of *Disney animated movies* as self-directed learning media for vocabulary at MTsN 2 Jember. The data were gathered through observation, open-ended questionnaires, and interviews and were analyzed qualitatively based on the themes that emerged from the students' responses. Based on the findings and discussion in the previous chapter, it can be concluded that *Disney animated movies* received both positive and negative perceptions from the students.

First, students held positive perceptions toward the use of *Disney* animated movies as a medium for self-directed vocabulary learning. The students stated that the movies were fun, interesting, and motivating, which made the learning process more enjoyable and less stressful. The visual elements, storyline, characters' expressions, and repeated words helped them understand the meaning of new vocabulary more easily. Students also mentioned that they could improve their pronunciation and remember new words better because they listened directly to authentic English spoken by the characters. This indicates that Disney animated movies can provide a meaningful, contextual, and engaging learning experience for students in learning vocabulary independently. In addition, the findings show that the use of Disney animated movies encouraged students to become more independent and responsible for their own learning process. Some students chose to replay certain scenes, pay attention to subtitles, and identify unfamiliar vocabulary on their own. This behavior reflects the characteristics of self-directed learning, where learners take the initiative in planning and evaluating their learning activities.

However, despite the positive perceptions, several students also expressed negative perceptions and difficulties in using *Disney animated movies* for vocabulary learning. Some students experienced difficulties in

understanding fast English dialogue and English subtitles, which made it challenging for them to follow the story and learn new vocabulary effectively. In addition, technical problems, such as unstable internet connections, buffering, and unclear audio, also disturbed the learning process. A few students even stated that they preferred using structured learning applications, such as *Duolingo*, because they provide clearer instructions and direct feedback.

Therefore, it can be concluded that *Disney animated movies* are an effective and engaging medium for self-directed vocabulary learning, especially in terms of increasing motivation, providing contextual learning, and improving vocabulary comprehension. However, their effectiveness can be limited by students' language proficiency level, technical issues, and lack of structured guidance.

B. Suggestion

1. For Teachers

Teachers are encouraged to integrate animated movies such as Disney animated movies into vocabulary instruction as supplementary or enrichment materials. Because movies provide strong visual and contextual support, teachers can maximize their use by preparing guided vocabulary tasks, such as pre-teaching key words, providing vocabulary lists, or giving note-taking templates to help students focus during viewing. Teachers should also consider adjusting the playback speed, enabling subtitles strategically, and pausing at important scenes to reduce cognitive overload for students who struggle with fast-paced dialogue. To support self-directed learning, teachers can design follow-up activities—such as reflection tasks, vocabulary journals, or short quizzes—to reinforce retention after independent movie-watching. It is also important for teachers to anticipate potential technical issues by offering downloadable files or offline alternatives when students have limited internet access.

2. For Future Researchers

Future researchers may expand this study by involving a larger number of participants or different grade levels to obtain broader insights into students' perceptions of movie-based vocabulary learning. Further studies could also compare different types of audiovisual media such as series, short clips, or educational videos, to determine which format provides the greatest vocabulary gains in various learning contexts. Researchers may also explore the long-term effects of using animated movies on vocabulary retention, pronunciation development, and overall language proficiency. In addition, incorporating experimental or mixed-method designs would allow future studies to measure vocabulary improvement more objectively. Finally, researchers are encouraged to investigate how technological factors, learning environments, and students' learning styles influence the effectiveness of movies as self-directed learning media.

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Appendix 1: Statements of Authenticity

STATEMENTS OF AUTHENTICITY

This undersigned below:

Name : Selma Seila Amelia Putri Swarno

SRN : 212101060043

Major : English Education Program

Faculty : Faculty of Education and Teacher Training

Institution : State Islamic University of Kiai Haji Achmad Siddiq Jember

Stated that the thesis entitled "Students' Perception on Disney Animated Movies as Self-Directed Learning for Vocabulary" is truly my original work. It does not incorporate any material previously written by another person except those indicate in my quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 30th of November 2025

Author

Selma Seila Amelia Putri Swarno

SRN. 212101060043

Appendix 2: Research Matrix

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
Students' Perception on Disney Animated Movie as Self-Directed Learning Media for Vocabulary	Students' perception on Disney animated movies Disney animated movies for self-directed vocabulary learning media Duinkhas.ac.id digilib.uinkl	 Positive Perception Negative Perception Familiarity with the movies Learning experience Convience of use 	9th grade students of MTsN 2 Jember	1. Approach of Research: Qualitative 2. Research Design: Descriptive Qualitative 3. Data Collection Technique: a. Observation b. Questionnaire c. Interview 4. Data Analysis: Miles, Huberman, and Saldana (2014): a. Data condensation b. Data display	 What are the students' positive perception on Disney animated movies as Self-Directed vocabulary learning media? What are the students' negative perception on Disney animated movies as Self-Directed vocabulary learning media?

Appendix 3: List of Ninth Grade Students

Students' Attendance List

NO	NAME		
1.	ACHMAD RIZQULLAH PUTRA		
2.	AIRA SYAFA KIRANA		
3.	ALMI <mark>RA BELVA QU</mark> RRATUL AINIYAH		
4.	AMI <mark>RAH DH</mark> IYAUL AULIYAH		
5.	ARUMI OCTAVIONES AZ ZAHRA		
6.	FAHMI AGASTIAN ROBIANSYAH		
7.	GILANG DZAKY AUSHAF SAPUTRO		
8.	HANIFATUN NISA		
9.	HANUNG IKHWAN SATRYA		
10.	ISTIQOMAH		
11.	KARINA BADRI ROSYIDA		
12.	MUHAMMAD ALFAN APRILLIANTO		
13.	MUHAMMAD FAJRI IZZAL HAQQI		
14.	MUHAMMAD NUR FADILAH SABANA		
15.	ALMIRA BELVA QURRATUL AINIYAH		
16.	AMIRAH DHIYAUL AULIYAH		
17.	ARUMI OCTAVIONES AZ ZAHRA		
18.	FAHMI AGASTIAN ROBIANSYAH		
19.	GILANG DZAKY AUSHAF SAPUTRO		
20.	HANIFATUN NISA		
21.	HANUNG IKHWAN SATRYA		
22.	ISTIQOMAH		

Appendix 4: Observation Guideline

OBSERVATION GUIDELINE

Class :

Day/Date :

Place :

Time :

Observer :

NO	ASPECT OBSERVED	INDICATOR	NOTES
1.	Students' engagement during the movie	Paying attention, showing enthusiasm, reacting to scenes.	
2.	Self-directed learning	Taking notes of new vocabulary, guessing meanings, trying to repeat words.	EGERI
3.	Positive responses	Smiling, laughing, discussing, or expressing enjoyment such as "It's fun", "It's easy to understand."	SIDDIQ
4.	Negative responses	Confused looks, distracted behavior, showing boredom/passivity, or comments like "I don't get it", "Too fast."	
5.	Vocabulary learning strategy	Able to recall or explain the meaning of new words using dictionary	
6.	Interaction among student	Discussing words with peers, asking or helping each other to	

		understand words.	
7.	Difficulties encountered	Difficulty following the subtitle, fast pronunciation, or not knowing word meanings.	



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Appendix 5: Open-ended Question Guideline

QUESTIONNAIRE

"Persepsi Siwa terhadap Film Animasi Disney sebagai Media Belajar Mandiri dalam Pembelajaran Kosakata Bahasa Inggris"

Hai Precious People!

Perkenalkan,

Saya Selma Seila Amelia Putri Swarno, salah satu mahasiswi Jurusan Pendidikan Bahasa Inggris di Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember. Saat ini, saya sedang melakukan penelitian di MTsN 2 Jember dengan judul Penelitian "Students Perception on Disney Animated Movies as Self-Directed Learning Media for Vocabulary". Untuk itu, saya mengadakan kuesioner ini guna memahami persepsi siswa terhadap film animasi Disney dalam pembelajaran kosakata. Saya sangat membutuhkan bantuan kalian untuk memberikan informasi berdasarkan pengalaman menggunakan film animasi Disney dalam belajar kosakata.

NB: Anda hanya perlu mengisi kuesioner ini satu kali, jadi pastikan anda menjawab dengan teliti. Dan kuesioner ini tidak akan mempengaruhi nilai anda dalam hal apapun.

Terima kasih banyak atas pastisipasi kalian! * Menunjukkan pertanyaan yang wajib diisi 1. Nama Lengkap * Apakah kamu suka menonton film animasi Disney? Mengapa iya atau 2. mengapa tidak? * Film Disney apa saja yang pernah kamu tonton sebelumnya? (Sebutkan 3. beberapa judul yang kamu ingat) * Seberapa sering kamu menonton film Disney dalam bahasa Inggris? * 4. Saat menonton film berbahasa Inggris, apakah kamu biasanya 5. menyalakan subtitle bahasa Inggris? * Apakah kamu merasa nyaman menonton film berbahasa Inggris tanpa terjemah? Mengapa? * Bagaimana pendapatmu tentang belajar kosakata bahasa Inggris melalui film animasi Disney? *

8.

Disney? *

Apa hal yang paling kamu sukai ketika belajar kosakata dari film

9.	Apakah film Disney membantumu lebih mudah memahami atau mengingat kata-kata baru? Jelaskan bagaimana? *
10.	Apakah kamu merasa lebih tertarik atau termotivasi belajar bahasa
	Inggris setelah menonton film Disney? Mengapa? *
11.	Bagian mana dari film yang paling membantumu belajar kosakata baru? (Misalnya: lagu, percakapan, adegan, atau karakter) *
12.	Apakah menonton film Disney membuat belajar bahasa Inggris menjadi lebih mudah atau menyenangkan bagimu? *
13.	Apakah kamu merasa belajar melalui film dapat membantumu belajar secara mandiri? Mengapa? *
	IAI HAJI ACHMAD SIDDIQ
14.	Apakah ada hal yang menurut anda sulit atau kurang nyaman saat belajar kosakata lewat film Disney? Coba Jelaskan. *
15.	Apakah kamu kadang merasa bingung atau kehilangan fokus saat menonton? Mengapa? *
16.	Apakah suara atau kecepatan berbicara karakter sulit kamu pahami? *

17. Apa saran dari anda supaya belajar kosakata lewat film animasi Disney jadi lebih seru dan mudah? *

18. Jika saya membutuhkan jawaban anda lebih lengkap terkait jawaban yang sudah anda berikan, bersediakah anda untuk saya hubungi? jika iya, tulis nomor hp anda. *

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

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Appendix 6: Semi-Structured Interview Guideline

SEMI-STRUCTURED INTERVIEW GUIDELINE

Interviewer : Interviewee :

Day/Date :

Time :

Place :

NO	QUESTIONS		
Q1.	How do you feel about learning vocabulary through <i>Disney animated movies</i> ?		
	Bagaimana perasaan Anda tentang mempelajari kosa kata melalui film animasi Disney?		
Q2.	Do you feel more interested in learning vocabulary using Disney		
	animated movies? Please explain		
	Apakah Anda lebih tertarik mempelajari kosakata menggunakan film		
	animasi Disney? Mohon penjelasannya.		
Q3.	Do you think <i>Disney animated movies</i> makes learning vocabulary easier? Why?		
	Apakah menurut Anda film animasi Disney membuat pembelajaran		
	kosakata lebih mudah? Mengapa?		
	0.1		
Q4.	What do you like the most about learning through Disney movies?		
	Apa yang paling Anda sukai tentang belajar melalui film Disney?		
Q5.	What are the main problems or difficulties you face when watching		
,	Disney movies in English?		
	Apa masalah atau kesulitan utama yang Anda hadapi saat menonton film		
	Disney dalam bahasa Inggris?		
Q6.	What are your suggestions to make vocabulary learning through		
	Disney animated movies more fun and effective?		
	Apa saran Anda untuk membuat pembelajaran kosakata melalui film		
	animasi Disney lebih menyenangkan dan efektif?		

Appendix 7: Students' Observation Result

OBSERVATION GUIDELINES

Class : IX G

Day/Date : Tuesday, October 7, 2025

Place : MTsN 2 Jember

Time : 07.30-08.50

Observer : Selma Seila Amelia Putri Swarno

NO	ASPECT OBSERVED	INDICATOR	NOTES
1.	Students' engagement during the movie	Paying attention, showing enthusiasm, reacting to scenes.	Most students were enthusiastic and paid attention during the movie. They reacted positively to some funny or emotional scenes. However, a few students were distracted for a short time and talked with their seatmates.
2.	Self-directed learning	Taking notes of new vocabulary, guessing meanings, trying to repeat words.	Several students were seen trying to note new words they heard from the movie, but only a few tried to guess or repeat the words. Most students still depended on the subtitle to understand meaning.
3.	Positive responses	Smiling, laughing, discussing, or expressing enjoyment such as "It's fun", "It's easy to understand."	Many students smiled, laughed, and looked excited during the activity. Some said that learning through movies was "fun" and "interesting." The classroom atmosphere was generally positive.
4.	Negative responses	Confused looks, distracted behavior,	A few students expressed confusion and said the

		showing boredom/passivity, or comments like "I don't get it", "Too fast."	characters spoke too fast. Some mentioned that they were not used to watching English movies with English subtitles, which made it hard to follow.
5.	Vocabulary learning strategy	Able to recall or explain the meaning of new words, using dictionary	Only some students could explain the meanings of words such as ocean, brave, and wave. Others said they understood the meaning only from the pictures or story context, not from the words themselves.
6.	Interaction among student	Discussing words with peers, asking or helping each other to understand words.	Students interacted casually during the activity. Some discussed meanings or asked their friends about certain words. Peer learning occurred naturally in small groups.
7.	Difficulties encountered	Difficulty following the subtitle, fast pronunciation, or not knowing word meanings.	The main difficulty reported was the fast pronunciation of native speakers. Students also mentioned that they were not used to reading English subtitles since they usually watch movies with Indonesian subtitles. This made it harder for them to understand all the words.

Appendix 8: Students' Open-Ended Questionnaire Result

Apakah kamu kadang merasa bingung atau kehilangan fokus saat menontol	n? Apakah suara atau kecepatan berbica
tidak	iya
tidak nyaman/fokus,karena di ganggu ACHMAD RIZQULLAH PUTRA	sangat tidak bisa di pahami
ya, karena kadang kebingungan	iya
iya, terkadang yang ditonton membosankan jadu tidak fokus lihat ke tontona	n⊣tidak terlalu susah
iya karna film terlalu seru sehingga kehilangan fokus untuk memahami	iya
iya ada kata batu yg kurang saya pahami	iya
ya terkadang, karna kecepatan	sedikit
lya (sedikit) karena saya bukan hanya menonton tetapi juga sambil melihat s	sulTidak
ya, karena kadang lebih fokus pada translate	tidak selalu
iya, karena durasi nya pendek	iya
iya, karena bingung antara membaca subtitle dan melihan film	sedikit
iya, karena berbicara nya sangat cepat	tidak
lyaa, karnaa berbicaranyaa kecepetann	iyaa
Ya, karena lingkungan sekitar membuat saya terdistraksi	Tidak
lya karena ada beberapa kosakata yang tidak di mengerti	lya karena terlalu cepat dalam berbica
Terlalu asik menonton film nya	lya
ada kata² yg tidak kita ketahui, dan kepikiran sampai akhir film	ya, beberapa saja
karna karakter berbicara terlalu cepat, dan karakternya kadang juga susah c	li r iya pake banget
iya, karena ada kosa kata yang tidak diketahui	sulit
tidak kehilangan fokus	iya
lya, karena ada beberapa kosakata yang tidak saya mengerti	terkadang iya

ib.uinkhas.ac.id

Apakah ada hal yang menurut anda sulit atau kurang nyaman saat belajar kosakata lewat film Disney? Coba Jelaskan. memungkinkan karena percakapan inggris yang sangat cepat sulit dan kurang nyaman semua tidak tidak iya,karna adegan/karakter nya berbicara cepat sehingga tidak terlalu mudah di pahami iya kadang karakter nya terlalu cepat berbicara kurang nyaman, karna ada kata yang susah dipahami Tidak ada, mengartikan kosakata asing iya, dari percakapan yg tidak bisa di dengar kadang percakapannya terlalu cepat ada, seperti kecepatan dialog juga aksen yang di ucapkan dan kosakata yang sulit iyaa, ga bisaa dijelaskan Tidak, menurut saya jika ingin benar-benar mempelajarinya dan ada niat dari diri kita pasti akan tidak sulit untuk belajar kosakata Tidak karena dengan melihat film kita jadi tau beberapa kosakata baru Tidak fokus pada tulisannya ya... yang buat sulit itu dalam terjemahannya ngga sama sekali, seru, menyenangkan percakapan di dalam film biasanya sangat cepat, jadi susah untuk menangkap apa yang dibicarakan

tidak ada

Saat tokoh berbicara terlalu cepat

Apakah kamu merasa belajar melalui film dapat membantumu belajar secara mandiri? Mengapa?

iya karena jika kita tidak mengetahui kita bisa mencari tau sendiri
tidak karna gaktau
tidak, karena saya juga tetap butuh penjelasan dari guru
tidak, aku tetap membutuhkan guru untuk belajar bahasa Inggris
karna film juga membuat kita memahami jika menurut kita film itu bagus
tidak menurut sy masih perlu di bimbing guru
sedikit membantu karena bisa belajar apa yg tidak di jelaskan oleh guru
Iya, karena lebih gampang dipahami
tidak juga, karena sama aja lumayan susah
insyaallah
tidak juga, terkadang ada kosa kata yang kita tidak tahu kapan akan di gunakan walaupun sudah menggunakan film kita tetap butuh bant
iya, karena akses nya yang mudah (bisa melalui hp, dll), juga belajar dengan kecepatan sendiri
karna kita jadi tau arti dari kosakatanya

Ya, karena saya bisa lebih leluasa untuk belajar

Iya karena kita dapat belajar bahasa Inggris lewat kartun yang kita tonton

Tidak

ya, meskipun membantu, kita masih perlu pendamping seperti guru, karena kita bisa tanyakan hal² yang kita tidak tahu

ya seperti hal tadi, kita bisa belajar kosakata baru yang belum/tidak pernah di ajarkan

tidak juga, kita juga butuh bantuan guru saat belajar bahasa inggris melalui film, untuk mengkonfirmasi kosakata tersebut salah/benar tidak, karna takut ada kata yang tak di pahami

lya, karena kita bisa lebih mengerti apa yang dibicarakan tokoh tersebut

Apakah menonton film Disney membuat	belajar bahasa Inggris menjadi lebih mudah atau menyenangkan bagimu?
iya	
tidak	
уа	
iya menyenangkan	
iya	
iya menyenangkan	
menyenangkan	
lya	
seperti biasanya	
lebih menyenangkan	J E M B E R
iya	
iya	
menyenangkan ajaaa	
Ya, dengan saya menonton film Disney t	ersebut membuat saya belajar bahasa Inggris menjadi lebih mudah dan menyenangkan, karena percakapan atau adegan di film tersebu
lya proses pembelajaran jadi lebih seru d	dan menyenangkan
lya	
menyenangkan sekali	
iyaa	
menyenangkan	
mudah	
iya	

Bagian mana dari film yang paling membantumu belajar kosakata baru? (Misaln percakapan susah percakapan dan adegan percakapan dan adegan. adegan lagu atau percakapan nya Percakapan dan perilaku suatu karakter adegan, dan percakapan percakapan percakapan, adegan dengan percakapan, dan karakter film tersebut adegann Yang paling membantu saya belajar kosakata baru yaitu bagian lagu dan percal Pada bagian percakapan Film seperti toys story dari semuanya Semuanyaa, tapi lebih ke lagu dan percakapan percakapan lagu dan adegan percakapan

Apakah kamu merasa lebih tertarik atau termotivasi belajar bahasa Inggris setelah menonton film Disney? Mengapa? iya karena dasar bahasa inggris banyak di temukan di film disney tidak,karna susah ya, karena seru iya, tidak terlalu membosankan dan seru. iya, karna dgn menonton terlalu sering bisa memahami iya karna mengingatnya gampang sedikit, karna suka menonton lya, karena asik, seru, dan jadi lebih dimengerti tidak juga, seperti biasanya karena sangat menarik iya, termotivasi untuk dapat berbicara lancar bahasa Inggris melalui film disney iya, karena dengan belajar bahasa inggris disana kita dapat lebih seru dan gampang untuk memahaminya tidakk, karna aku tidak tertarik sama sekali dengan bahasa inggris Karena dengan saya setelah menonton film Disney, saya tertarik dan termotivasi untuk belajar bahasa Inggris lebih lanjut untuk mempelajari kosakata-kosakata yang bari lya karena proses belajar jadi lebih seru sehingga kita jadi tertarik untuk belajar bahasa Inggris lewat kartun Gak tertarik ya, karena kita bisa tahu dalam animasi tersebut banyak hal² random nya iyaaa, kita bisa tau, dan belajar kata-kata yang sangat jarang dipelajari di pelajaran bahasa inggris, lewat Disney kita bisa tahu, dan mencari sendiri artinya iya, agar bisa menonton film bahasa inggris tanpa terjemahan iya, karna seru iya,

Apakah film Disney membantumu lebih mudah memahami atau mengingat kata-kata baru? Jelaskan bagaimana? iya karena saat menonton animasi kita mudah mengingat noo ya, karena kita melihat contohnya iya, karena kata-kata yang dikeluarkan dapat didengar jelas iya,karna lebih banyak menonton lebih bisa memahami iya karna di film disney langsung dri percakapan nya sedikit membantu lya, karena kita bisa tau kosakata yg jarang kita dengar, dan kita bukan hanya memahami kosakata tapi juga memahami arti dari kosakata dan emosi dari suatu film tersebut tidak juga karena seru lebih mudah memahami, karena kita akan ingat melalui percakapan tokoh iya, seperti pengucapan nya yang jelas juga asosiasi dengan cerita dan karakter iyaa, kitaa kan tau arti dari sebuah kosakata jadii lebih mudah diingat aja Film Disney sangat membantu saya lebih mudah memahami dan mengingat kata-kata baru karena visualisasinya yang jelas dan pengucapannya yang sesuai dengan penggamb lya karena saat ada kosakata yang baru di dengar kita pasti langsung mencari tahu artinya Mikimos iya, karena kita dapat tertawa bareng, dan mudah dipahami karena berupa gambar/vidio meskipun beberapa kata yg kita tidak tahu iyaa, karna kita sudah paham tanpa menghafal tidak selalu, jika kita menyukai / menikmati film disney tersebut mungkin kita akan lebih mudah mengingat dan memahami iya, karna dalam film Disney banya kata baru yang saya belun ketahuj

iya

Apa hal yang paling kamu sukai ketika belajar kosakata dari film Disney?

kosakata yang asik dan friendly bagi pendengar

menyenangkan

animasi nya bagus, jadinya seru

saya suka dengan animasi dengan itu belajar menjadi seru

mudah di cerna

belajar sambil menikmati film nya

animasi nya yang lucu-lucu bagus

Memperkuat apa yg dilihat dan didengar jadi bukan cuma sekedar hafalan vocab

belajar kosakata baru yang belum kita ketahui

kosakata yang tidak diketahui

kita dapat mengetahui kosa kata baru, dan dapat tau kapan kata itu akan di guna

cerita nya yang menarik

ga adaa

Menggunakan kosakata sehari-hari, pelafalan yang jelas dengan aksen Inggrisny

Dapat melihat kartun saat belajar

Bisa belajar dan nonton vilem

suka sama karakter&hal hal lucu nya

lihat animasinya, maupun ga ada suaranya, kalo masih ada ekspresi dan gerakar

mencari arti dari kosakata tersebut

karna sambil menonton film

kita bisa mempelajari kosakata baru untuk melatih kemampuan bahasa inggris ki

Bagaimana pendapatmu tentang belajar kosakata bahasa Inggris melalui film animasi Disney? seru dan menyenangkan angel/susah sangat menyenangkan sangat menyenangkan bisa memahami seru agak sulit tp menyenangkan Belajar kosakata jadi lebih menyenangkan dan seru lebih seru, soalnya kita bisa denger langsung gimana kata-kata itu diucapkan, intinya lebi menyenangkan sangat seru cukup menyenangkan, karena jika menggunakan film Disney lebih mudah di pahami, karena ada visual dan di praktekkan langs metode yang sangat efektif dan juga kita banyak tau kosakata yang sebelumnya kita tidak ketahui lebih susah Seru, menyenangkan, dan tidak bosan Menarik karena tidak membosankan saat belajar Pusing dikit seru cukup seruuu sangat membantu mengasah kemampuan berbahasa inggris bagus dan mudah Menarik

Apakah kamu merasa nyaman menonton film berbahasa Inggris tanpa terjemah? Mengapa?

karena kita bisa mengerti meskipun dikit demi sedikit bahasa inggris

tidak nyaman puol

ya, karena kita bisa sambil belajar, mengetahui vocabulary yg sebelum nya tidak pernah d ketahui

tidak, karena saya belum terlalu bisa bahasa Inggris

iya karna menarik

tidak karna kurang tau bahasa inggris

tidak, karena kurang paham

Karena bisa sekalian belajar vocabulary

ya nyaman aja, kita bisa belajar bahasa inggris juga dari situ

nyaman,karena bisa juga belajar

lumayan nyaman, karena membantu mendapatkan kata kata baru dalam bahasa Inggris

tidak, karena saya tidak terlalu mengerti artinya jika di ucapkan secara lisan (dengan terjemah saya bisa tau apa yang di uc

Tidak, karnaa aku tidak paham dengan bahasa inggrisnya

Karena saya sudah memahami banyak kosakata bahasa Inggris, tetapi tidak juga ada kosakata yang saya pahami

Sedikit kurang mengerti

Tidak, karena gak tau artinya

nyaman, tapi sulit mengartikan, karena banyak kata² asing menurut saya

kurang si, soalnya ada beberapa kata yang ga ngerti artinya, tapi kadang meski ga ada artinya itu bisa dilihat dari ekspresi a

lumayan nyaman, karena mungkin ada beberapa kata yang sering saya temui itu saya ketahui

agar mudah di pahami

iya, karena kita bisa kosakata apa yang mereka bicarakan

Seberapa sering kamu menonton film <i>Disney</i> dalam bahasa Inggris?	Saat menonton film berbahasa Inggris, apakah kar	
jarang	iya	
1 kali	gak	
tidak terlalu sering	iya	
tidak terlalu sering	iya	
ga pernah nonton	tidak	
sering banget	tidak	
sedikit 2/10	iya	
Lumayan sering	lya	
hampir sering, kadang mencari film disney yang berbahasa di YouTube itu susah, di apk lain biasanya ada yang b	eya, kadang	
ga terlalu sering	kadang iya kadang ngga	
Kadang kadang	iya	
jarang, mungkin sekali dua kali saya menonton yang dalam bahasa inggris	iya	
Jarang	Tidak	
Sering sekali	Terkadang saya menyalakan subtitle bahasa Inggr	
Jarang	Bisa	
Jarang	Nggak	
dulu,,, masih kecil sering sekali nonton film Disney, suka sekali nonton nya	lebih sering ada kata² yg saya tidak paham, tapi pa	
3 kali mungkin? juga kadang lewat fyp tik tok	iya, biar tau apa yang mereka omongin	
jarang	iya	
jarang	iya	
jarang	kadang kadang	

Film Disney apa saja yang pernah kamu tonton sebelumnya? (Sebutkan beberapa judul yang kamu ingat) frozen Barbie, maqquen toy story, moana, Sofia the first, frozen Moana, Adventures Through Toy Story tidak Frozen, snow White, moana, lion king, cinderella sofia, cinderella Toy story, The lion king, Moana, Frozen dan masih banyak yg lain rapunzel, frozen, moana, nemo, snowman, toy story, sofia the first, mini pooh, tinkerbell, mufasa, inside out, ice age, up, monster university, cars, ratatouille dan masi banya lagi t toy story Moana 1&2, Sofia the first, Mickey mouse, the lion king, Beauty and the beast, Frozen 1&2,, cinderella •moanaffrozenfloy story princess Sofiaflangleddll Up, BigHero6, Moana Toy Story, Frozen, Aladdin, Moana, Beauty and The Beast Frozen, Rapunzel, Sofia, dll Mikimos moana, Frozen, toy story, brave, mermaid, dll film Disney dari YouTube beauty and the beast, Aladdin, Tarzan, Snow white, berapa princes yang lain juga

ligilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Sofia the first and Mikey mouse

Up, Cars, Monster University, Inside Out 2

tom and jary

Timestamp	Nama Lengkap	Apakah kamu suka menonton film animasi Disney? Men
10/13/2025 8:16:54	amirah dhiyaul auliyah	iya
10/13/2025 8:18:13	FAHMI AGASTIAN ROBIANS	YAtidak,karena buriq
10/13/2025 8:18:22	Aira Syafa Kirana	iya, karena bagus
10/13/2025 8:19:28	Hanifatun Nisa	iya suka, karena lucu.
10/13/2025 8:19:40	arumi octa viones azzahra	iya,karna keren
10/13/2025 8:20:42	salwa novelina joice	iya karna film disney seru seru
10/13/2025 8:21:22	Nuriza Assyfa M.	iya, karna bagus
10/13/2025 8:21:48	Sri Mulyani	lya, Karena filmnya bagus
10/13/2025 8:25:24	Natania Aurella Hidayat	iya, karena film disney berbagai ceritanya seru, menyena
10/13/2025 8:25:55	Hanung Ikhwan satrya	iya,karna film tersebut bagus
10/13/2025 8:26:07	Raya Acintya Putri S.	iya, karena film Disney sangat menarik, alur nya menyen:
10/13/2025 8:26:07	almira belva qurratul ainiyah	tidak terlalu, karena saya lebih suka menonton yang lainr
10/13/2025 8:32:25	ACHMAD RIZQULLAH PUTR	:A tidakk
10/13/2025 8:34:24	Muhammad Fajri Izzal Haqqi	Ya saya suka menonton film animasi Disney, karena film
10/13/2025 19:23:58	Istiqomah	Kurang suka karna saya jarang menonton kartun Disney
10/13/2025 19:32:39	Muhammad Alfan Aprilliato	lya, karena bagus
10/13/2025 19:50:41	Karina Badri Rosyida	iya, karena seru dan mudah dipahami, mudah dipahami l
10/13/2025 20:17:26	Taqorubbillah Shufiyatur Roh	ma iya, karena lewat film animasi seperti Disney, membuat s
10/13/2025 20:29:30	Nadia Zaina Malika	suka kadang-kadang, suka karena dari kecil suka nonton
10/13/2025 20:37:21	M.nur fadilah sabana	suka
10/13/2025 20:38:57	Gilang Dzaky Aushaf Saputro	iya, karena seru dan asik

Apa saran dari anda supaya belajar kosakata lewat film animasi <i>Disney</i> jadi lebih seru dan mudah?	
Apa sarah dan anda supaya belajar kosakata lewat him animasi bishey jadi lebih seru dan mudan?	Jika saya membutuhkan jawaban anda lebih le
sering menonton dan memahami satu persatu kosakata	085385528704
di selang seling dengan becanda	082114459693
aktifkan subtitle bhs Inggris	089528438819
nikmati dan pahami saat menonton filmnya	081359313978
suara dan kecepatan berbicara di perjelas dan di perlambat sedikit sehingga bisa di cerna dan di pahami	iya,085735820731
berbicara santai saja	iya 085785264452
pake bahasa Indonesia	089515994315
Cari film yg disuka, gunakan subtitle ganda, dan tulis vocab yg tidak dipahami dan tulis terjemahannya di buku kamus	s r Bersedia, 082332652788
ya seru	085648242433
memperlancar, percakapan karakter tsbt	iya,085366574464
mempelajari lewat film yang sudah di kenal dan genre yang di sukai	087835216025
menggunakan film yang kalian sukai atau yang kalian tertarik, juga gunakan subtitle agar lebih paham dan lebih seru	daiya, 082337903636
tidak ada saran	085903151221
Mulai dengan film yang anda suka, gunakan subtitle bahasa Inggris, pahami dan cermati percakapan karakter di film	te Ya saya bersedia untuk anda hubungi. 081249
Tidak ada	Tidak
Perjelas kata katanya	082333881146
beritahu terjemahan beberapa kata yg asing	boleh
sarannya mungkin bagian karakternya yang ngomong cepet itu aga dilambatin	iya, 081232968580
untuk langka awal mempelajari bahasa inggris dari film adalah cari tontonan yang kecepatannya tidak terlalu cepat d	ar 089618480290
beri film yang seru dan mudah di pahami	087787407571
kalau bisa subtitle bahasa inggris dan Indonesia muncul dua dua nya	081349801078

Appendix 9: Interview Trancript

Interviewer : Selma Seila Amelia Putri Swarno

Interviewee : 9th Grade Students

Day/Date : Tuesday, October 14, 2025

Time : 08.00 - 09.00

Place : Library

NO	QUESTIONS
Q1.	How do you feel about learning vocabulary through Disney animated
	movies?
	Bagaimana perasaan Anda tentang mempelajari kosa kata melalui film
	animasi Disney?
	I: Menurut saya sangat menyenangkan sih kak dan juga tidak mengantuk
	atau bosan seperti di kelas biasanya.
	NAH: Seru banget kak dan saya merasa lebih termotivasi karena bisa
	menonton dan belajar sekaligus, karena biasanya saya sangat malas
	belajar bahasa Inggris.
	ABQA: Lebih memudahkan belajar kak, karena nontonnya sangat santai
	dan menikmati belajar dengan film.
	MFIH: Lebih tertarik dan gampang diingat kak, karena saya sering
	nonton dirumah jadi suka cerita dan karakter Disney.
1	FAB: Lebih tertarik kak, karena saya suka cerita dan karakter Disney.
J	Tapi sejujurnya saya lebih suka belajar melalui aplikasi kak contohnya
	Duolingo.
Q2.	Do you feel more interested in learning vocabulary using Disney
	animated movies? Please explain
	Apakah Anda lebih tertarik mempelajari kosakata menggunakan film
	animasi Disney? Mohon penjelasannya.
	I: Menurut saya iya, karena filmnya seru dan penuh warna banget kak.
	Tidak terasa seperti belajar.
	NAH: Iya kak, karena saya bisa melihat bagaimana kata digunakan
	dalam percakapan yang asli didalam film nya.
	ABQA: Iya, karena lebih menarik kak daripada membaca buku atau
	menghafal malah bikin pusing kak kadang.
	MFIH: Iya kak, karena saya suka menonton film dan itu membantu saya
	lebih mudah memahami. Dan juga bisa belajar kosakata sambil
	menikmati ceritanya.
	FAB: Ngga terlalu kak, karena saya lebih suka pakai Duolingo itu tadi.
Q3.	Do you think Disney animated movies makes learning vocabulary

easier? Why?

Apakah menurut Anda film animasi Disney membuat pembelajaran kosakata lebih mudah? Mengapa?

I: Iya kak, karna saya suka bahasa inggris jadi dikasih materi apapun saya suka dan yang paling saya suka bisa lebih banyak mengenal katakata idiom.

NAH: Beberapa ada yang susah, tapi saya sangat terbantu karena dari gambar dan konteks membantu saya menebak arti kata baru.

ABQA: Tergantung kak, pernah ada yang mudah dan juga sulit. Tapi sejauh ini mudah karena ketika saya mendengar dan melihat kata, lebih mudah diingat.

MFIH: Mudah banget, karena film sering mengulang beberapa kata. Dan juga melalui film bisa mengerti dari tindakan dan ekspresi karakternya kak.

FAB: Iya menurut saya, karena saya bisa belajar pelafalan dan mendapatkan kosakata baru lagi.

Q4. What do you like the most about learning through Disney movies? Apa yang paling Anda sukai tentang belajar melalui film Disney?

I: Kalau saya suka lagu-lagunya kak, membantu saya mengingat kosakata baru.

NAH: Karakternya dan ceritanya sih kak menarik dan membuat belajar jadi menyenangkan.

ABQA: Saya suka karena bisa belajar tapi tidak membosankan kak dan seru, bukan seperti belaja dengan menghafal atau pakai buku.

MFIH: Saya suka dengerin dialognya kak, karena saya bisa belajar pelafalan yang tepat.

FAB: Saya suka karena bisa belajar sendiri dan memilih film yang ingin saya tonton kak.

Q5. What are the main problems or difficulties you face when watching Disney movies in English?

Apa masalah atau kesulitan utama yang Anda hadapi saat menonton film Disney dalam bahasa Inggris?

I: Kalau kesulitan materi gak pernah sih kak, tapi dikarenakan bicara mereka terlalu cepat dan sulit dimengerti.

NAH: Kesulitannya di subtitle kak, karena saya belum terbiasa dan lebih sering menggunakan subtitle Bahasa Indonesia daripada English..

ABQA: Sejauh ini ngga ada masalah teknis sih kak, signal juga aman. Kalau materi ngga ada juga kak, mudah dimengerti semua.

MFIH: Kesulitannya kadang saya cepat lupa kata baru setelah menonton kak kalau tidak dicatat.

FAB: Kalau kesulitan materi ga pernah kak, tapi kalau masalah sinyal

	saya masih sering problem karena wifi dirumah kadang macet-macet,
	jadi koneksi internet kadang mengganggu film.
Q6.	What are your suggestions to make vocabulary learning through
	Disney animated movies more fun and effective?
	Apa saran Anda untuk membuat pembelajaran kosakata melalui film
	animasi Disney lebih menyenangkan dan efektif?
	I: Sarannya mungkin bisa memberikan daftar kata penting sebelum
	menonton.
	NAH: Sarannya bisa disuruh milih sendiri aja kak mau film mana yang
	ingin ditonton.
	ABQA: Sarannya pakai subtitle Bahasa Indonesia aja kak, hehe.
	MFIH: Sarannya tambahkan permainan atau kuis setelah menonton kak.
	FAB: Sarannya pilih film Disney yang lebih menarik atau terbaru.



Appendix 10: Research Permission Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136 Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor: B-13516/In.20/3.a/PP.009/09/2025

Sifat : Biasa

Perihal: Permohonan Ijin Penelitian

Yth. Kepala MTs 2 Jember

Jl. Merak No.11&Irm; Slawu Patrang Jember Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon dijjinkan mahasiswa berikut :

NIM : 212101060043

Nama : SELMA SEILA AMELIA PUTRI SWARNO

Semester : Semester sembilan

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Student perception on Disney Animated Movies as Self-Directed Learning Media for Vocabulary" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Nur Aliyah, S.Pd., M.Pd&Irm;

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 29 September 2025

Dekan,

Dekan Bidang Akademik,

Appendix 11: Journal of Research Activities

JOURNAL OF RESEARCH ACTIVITIES

Researcher Name : Selma Seila Amelia Putri Swarno

Researcher Title : Students Perception on Disney Animated Movies as

Self-Directed Learning Media for Vocabulary

Research Location : MTsN 2 Jember

NO	Day/Date	Types of Activities	Initial
1.	Monday, October 6, 2025	Observation at MTsN 2 Jember	In 3
2.	Tuesday, October 7, 2025	Applying for research permission	1 Alux
3.	Wednesday, 8 October 2025	Meet the vice officer of curriculum Interview with English teacher, Mrs. Marti, M.Pd Classroom observation	Jm &
4.	Monday, 13 October 2025	Conducting research by distributing questionnaires in class IX G.	And
5.	Tuesday, October 14, 2025	Conducting research (interview) with students of grade IX G.	A me
6.	Tuesday, 18 November 2025	The application for a letter of completion of the research is the end of the researcher.	Ting

Jember, 18 November 2025

197204191998032001

cadmaster of MTsN 2 Jember

Appendix 12: Research Completion Letter



Nama

KEMENTERIAN AGAMA REPUBLIK INDONESIA KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER MADRASAH TSANAWIYAH NEGERI 2

Jalan Merak Nomer 11 Jember 68116; Telepon (0331) 482926 Website: www.mtsn2jember.sch.id; E-mail: mtsn2jbr@gmail.com

SURAT KETERANGAN

Nomor: 291/Mts.13.32.02/11/2025

Yang bertanda tangan di bawah ini

: Dr. Nur Aliyah, S.Pd., M.Pd.

NIP : 197204191998032001 Jabatan : Kepala MTsN 2 Jember

Menyatakan dengan sesungguhnya bahwa:

Nama : Selma Seila Amelia Putri Swarno

NIM : 212101060043 Semester : IX (sembilan)

Jurusan : Tarbiyah dan Ilmu Keguruan
Prodi : Tadris Bahasa Inggris

Bahwa yang namanya tersebut di atas telah selesai melaksanakan Penelitian/Riset mengenai Student perception on Disney Animated Movies as Self-Directed Learning Media for Vocabulary selama 30 (tiga puluh) hari di MTs Negeri 2 Jember.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

18 November 2025 Kepala Madrasah,



Nur Aliyah

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSRE), Badan Siber dan Sandi Negara (BSSN).

Appendix 13: Turn it in Check Letter



Nama

KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

: Selma Seila Amelia Putri Swarno

NIM : 212101060043

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : "Students' Perception on Disney Animated Movies as Self-Directed Learning

Media for Vocabulary"

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (8,8%)

6. BABI : 24%

7. BAB II : 12%

8. BAB III : 5%

9. BAB IV : 3%

10. BAB V : 0%

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 28 November 2025 Penanggung Jawab Turnitin FTK UJN KHAS Jember

NIP. 19890609201 032007

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 14: Research Documentation









Students' vocabulary learning through *Moana* movie (Moana and Maui moments of friendship).







Students paying attention to movie.



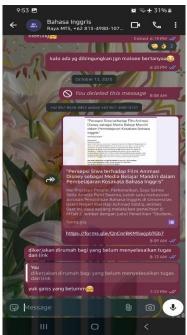
Students note-taking new vocabulary that they got during watching the movie.



(Screenshot of students' self-directed learning session at home)



Preliminary interview with English teacher.



(Screenshot of questionnaire link distribution)







(Students fill the questionnaire)



(Interview with student 1)



(Interview with student 2)



(Interview with student 3)



(Interview with student 4)



(Interview with student 5)

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

Appendix 15: Curriculum Vitae

CURICULUM VITAE



Personal Information:

Name : Selma Seila Amelia Putri Swarno

SRN : 212101060043

Place, Date of Birth : Banyuwangi, March 9th 2023

Gender : Female

Adress : Barurejo, Siliragung, Banyuwangi

Religion : Islam

Department/ Major Courses : Language Education/ English Department

Email Adress : selmaseilaa20@gmail.com

Educational Background

2009 – 2015 : SDN 1 Karangmulyo

2015 – 2018 : SMPU Mukhtar Syafaat Blokagung

2018 – 2021 : SMKU Mukhtar Syafaat Blokagung