


Students' Perception on Using Animated Movies in Speaking Lessons of Seven Graders

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A B S T R A C T

Animated films are important in the context of English as a Foreign Language (EFL) because they can increase students' motivation and help learners understand language through visual, audio, and contextual storytelling. This study investigates the perceptions of seventh-grade students at SMP Negeri 2 Lembo regarding the use of animated movies in teaching English speaking skills. The research employed a descriptive qualitative design using questionnaires and interviews as data collection methods. The participants were ten seventh-grade students. Results show that students held positive perceptions of using animated movies in speaking lessons. They reported improved motivation, confidence, and comprehension in learning English through visual and contextual media. The study concludes that animated movies can serve as an engaging and effective medium for improving students' speaking competence.

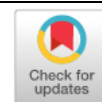
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INTRODUCTION

In many EFL classroom, students often feel reluctant to speak English due to low confidence and limited vocabulary. Speaking is one of the most essential skills in learning English because it allows learners to express thoughts and interact with others effectively. However, students often struggle with low confidence and limited vocabulary. Traditional teaching tools such as textbooks and whiteboards are sometimes monotonous and fail to capture students' attention. Animated movies, on the other hand, combine visuals, sounds, and context, providing an enjoyable and meaningful way to learn speaking. Previous studies (Pratiwi & Kuliahana, 2021; Yulianti, 2023) found that animation increases students' motivation and engagement. Despite its potential, few studies focus on junior high students' perceptions, especially in rural settings such as SMP Negeri 2 Lembo. This study aims to fill that gap by exploring students' views on the use of animated movies in speaking lessons.

Talking about speaking, it is not easy for a students to master it. Mostly, students are confused and difficult to speak English. Students also will find it difficult to express ideas, words and not confident in speaking. Most of the students still had a lot of difficulties in speaking English, such as lack of vocabulary, not confidence, afraid to speak and make a mistakes and so on. There are many students who passive in English especially in the freshman or first year of study. The factors influence students difficult to speak come from students it self or from the media learning, teaching method, and teaching material when they learn English.

Therefore, the teaching and learning activities done in speaking class are very important factors to lead the students to become better speakers. The activities have to give

useful contribution for the sake of improving the students' speaking ability, particularly in the terms of fluency and accuracy. It is line with Sulisworo (2018) that the patterns of interaction carried out in the classroom is very influential for the success of the teaching and learning process.

Factors such as lack of daily conversation can be overcome by utilizing the visual and narrative appeal of animated films. Creative and interactive teaching strategies will be implemented to create a learning environment that support the development of students speaking skill. According to Paradillah & Yunus (2023) the English teacher only uses the textbook and blackboard as teaching media. Then, Rizaldi et al., (2021) showed that there was a significance difference in the speaking skill between the students who were taught by using cartoon video and those who were taught by using textbook-based technique. The use of animated movies in speaking lessons has become increasingly popular. However, there is a need to investigate students' perception of using animated movies in speaking lessons. The students interest level toward speaking was improved through the use of animation movies because they could learn speaking English through fun activities with their friends, Pratiwi & Kuliuhana (2021). Therefore, they were not bored in the teaching-learning process.

Furthermore, the effective use of animation video requires knowledge and planning video sessions can easily become lessons where teachers turn the video on and off it self. Animation movie is one of a kind media for teaching speaking in which the students' speaking activities to improve students speaking ability.

The Definition of Teaching Speaking

Taught speaking by having students repeat sentences and recite memorized textbooks dialogues it was done by people for many years. And also teaching speaking involved providing students with components of language, hoping that they would eventually put them all together and speak. So the students might spend several times repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary.

The Importance of Speaking

Teaching speaking is a crucial aspect of language learning, especially in developing communication skills. Speaking is a fundamental part of communication. Teaching speaking helps learners express their ideas, feelings, and thoughts effectively in real-life situations, enhancing their ability to interact with others. Regular practice in speaking helps students build confidence in using the language. As learners practice speaking in a supportive environment, they gain self-assurance and become more comfortable in expressing themselves. Teaching speaking also focuses on improving fluency and pronunciation. It helps learners sound more natural when using a new language, reducing misunderstandings and enhancing the clarity of their speech.

The Definition of Animation Movies

The act, process, or result of imparting life, interest, spirit, motion or activity. The quality or condition of being alive, active, and vigorous, the art or process of making movie with drawing, computer graphic, images or special effects created through animation. Animation is one of the multimodal media that has been widely use in teaching english and has a lot of positive impact for students' achievement. Animation movies help students to learn English with fun and less pressure way so students learn English with less anxiety, and therefore have effective impact for increasing students English skills (Munawir et al., 2022). Animation movies present language in a contextualized and often simplified manner, helping students reduce cognitive load while focusing on key elements of speaking, such as pronunciation, intonation, and fluency. Visual cues in animation also aid in comprehension, making it easier for students to follow and engage in speaking activities.

METHODS

This study uses a descriptive qualitative research design because it aims to explore and describe students' experiences, responses, and perceptions in learning speaking through animated movies. Qualitative research is appropriate for this study as it focuses on understanding participants' perspectives and the learning process in a natural classroom

setting rather than measuring numerical data. Ten seventh-grade students participated in the study. Data were collected through a questionnaire of 20 Likert-scale items and semi-structured interviews with four students. Thematic analysis identified patterns of students' perceptions, supported by triangulation between questionnaires, interviews, and classroom observation to ensure validity. The five main aspects analyzed were learning experience, motivation, class interaction, speaking ability, and engagement

Subjects

The participants of this study were 10 seventh-grade students consisting of 5 male and 5 female students. They were selected using purposive sampling based on their participation in speaking activities and their willingness to be involved in the study. The small number of participants was chosen to allow the researcher to conduct more in-depth observation and analysis of each student's speaking performance during the learning process using animated movies. The participants of this study are seventh-grade of SMP Negeri 2 Lembo students who have attended speaking lessons using animated movies. Participants much have experience with the specific teaching method being researched. This study will utilize student data collection using experimental techniques carried out on students and select 4 students randomly and conduct interviews with them.

Instruments

The data in this study were collected using a questionnaire and interviews. The questionnaire consisted of 10 items that included both closed-ended and open-ended questions to gather students' responses about the use of animated movies in learning speaking. The closed-ended questions used Likert scale to measure students' attitudes and perceptions, while the open-ended questions allowed students to express their opinions in more detail. In addition, semi-structured interviews were conducted with several students to obtain deeper information about their experiences and difficulties in speaking English after using animated movies. The interview questions were designed to explore students' perceptions, motivation, and confidence in speaking activities. To ensure the quality of the instruments, the questionnaire and interview questions were validated by an English education lecturer. Reliability was also considered by reviewing the clarity and consistency of the items to ensure that the instruments could collect accurate and dependable data.

Data Collection Procedures

The data for this study were collected during the implementation of speaking activities using animated movies in the classroom. The data collection was conducted over several meetings in the seventh-grade class. First, the researcher introduced animated movies as a learning medium during the speaking lesson. After the learning activities, students were asked to complete a questionnaire to gather their responses and perceptions regarding the use of animated movies in learning speaking. The questionnaire was distributed at the end of the lesson and completed by all participants.

Data Analysis

The qualitative data obtained from the questionnaire and interviews were analyzed using thematic analysis. First, the researcher organized and reviewed all the collected data to gain a general understanding of the students' responses. Second, the researcher conducted coding by identifying important words, phrases, or statements related to students' experiences in learning speaking through animated movies. After that, the codes were grouped into several categories based on similar meanings. Finally, the researcher developed themes from these categories to interpret and describe the main patterns found in the data. This process helped the researcher to understand students' perceptions, motivation, and speaking development when using animated movies as a learning medium. The purpose of data analysis is to answer questions, identify patterns, and make decisions based on data. Qualitative analytical methods entail the evaluation of non-numerical data, including linguistic, visual, and video data, with the aim of identifying distinct patterns or themes. This approach is particularly valuable for gaining in-depth insights into individuals or groups perceptions, attitudes, and motivations.

FINDINGS AND DISCUSSION

Findings

The results revealed that 81.57% of the students had positive perceptions of using animated movies in speaking lessons. Students agreed that animated movies made learning more enjoyable, helped them understand material better, and improved pronunciation and confidence. Thematic analysis of interviews produced four themes: (1) general perception of animation, (2) impact on speaking ability, (3) learning motivation, and (4) students' expectations. Students reported that they felt more motivated and confident after learning with animated films. The findings indicate that the use of animated movies helped improve students' interest and confidence in speaking English. Most students stated that animated movies made the learning process more enjoyable and easier to understand because they could see the context of the conversation through the visuals and actions of the characters. This result is supported by students' responses in the interview. One student stated, "I like learning speaking with animated movies because it is fun and I can understand the story while listening to the dialogue." Another student mentioned, "The movie helps me learn new vocabulary and makes me more confident to speak." These responses show that animated movies not only attract students' attention but also support their vocabulary development and confidence in speaking English. One student stated, "I like animated films because the characters speak clearly, so I can imitate them." Another said, "Learning English with animated films is more fun than usual materials." These findings align with previous studies (Mardiati, 2018; Pratiwi & Kuliahana, 2021), showing that animation creates an enjoyable learning environment and enhances active participation. The integration of visual and auditory elements provides contextual support, making it easier for students to retain vocabulary and pronunciation patterns. Thus, animated films can effectively address affective, cognitive, and psychomotor aspects of speaking learning.

Table 1. Summary of Questionnaire Results

Aspect	Mean	Std. Deviation	Interpretation
Learning Experiences	3.44	0.65	High
Motivation and Interest	3.27	0.77	High
Class Interaction	3.43	0.61	High
Speaking Ability	3.44	0.62	High
Student Engagement	3.28	0.67	High

Table 2. Summary of Interview Findings

Theme	Main Description
General Perception of Animation	Students enjoy learning with animated movies as they are entertaining and visually engaging.
Impact on Speaking Skills	Improves pronunciation, vocabulary, and confidence through imitation of characters.
Learning Motivation	Encourages active participation and reduces boredom in class activities.
Students' Expectations	Students suggest using varied films with English subtitles for better understanding.

Overall, students' responses indicate that animated movies positively affect affective, cognitive, and psychomotor learning aspects. Visual and auditory elements in animation help learners internalize pronunciation and expressions more naturally. These findings align with Mardiati (2018), who found animation videos enhance understanding and vocabulary. In this study, the media not only increased motivation but also built self-confidence to speak English spontaneously.

The findings of this research share similarities with Yulianti (2023) in highlighting the positive impact of multimedia, particularly animation-based learning, on students' engagement and motivation. Both studies indicate that animated or multimedia materials can increase students' interest, participation, and overall enthusiasm in learning English. However, the two studies differ in focus and scope. Yulianti's examined the use of flipped learning combined with multimedia, showing how such approaches improved students' learning outcomes and perceptions by making lessons more interactive and student-centered. Meanwhile, the present research specifically emphasizes the role of animated movies in speaking lessons, demonstrating not only an increase in motivation and enjoyment but also

concrete improvements in students' confidence, pronunciation, intonation, fluency, and participation in speaking activities.

This study also supports the previous findings by Pratiwi & Kuliahana (2021), as both studies demonstrate that the use of animated movies as a learning medium can foster positive perceptions and enhance students' motivation in learning English. Pratiwi & Kuliahana (2021) focused on the use of animated videos in teaching speaking descriptive texts and found that students enjoyed the learning process and became more confident in speaking English. Similarly, the present research highlights that animated movies make speaking lessons more engaging, enjoyable, and effective. However, this study goes further by showing that animated movies not only increase students' interest and confidence but also support their speaking development through improved pronunciation, intonation, fluency, and interaction in class. The findings of this research are in line with those of Mardiati (2018), in which both studies reveal that the use of animated movies creates positive perceptions among students and increases their motivation to learn English. However, the focus and outcomes of the two studies differ. Mardiati's concentrated on the use of animated movies in learning to listen to narrative texts and found that students perceived this medium as helpful for understanding the lesson more easily, acquiring difficult vocabulary, and fostering motivation in learning. Meanwhile, the present research emphasizes the use of animated movies in speaking lessons. The results indicate that animated movies not only enhance students' motivation but also improve their confidence, participation, and speaking skills. Students reported that animated movies provided models of pronunciation, intonation, and expressions, as well as encouraged them to engage in role-play and practice English both in and outside the classroom. Thus, while Mardiati's study highlights the cognitive benefits in listening and vocabulary comprehension, this research provides evidence of a broader impact covering affective, psychomotor, and cognitive aspects of language learning, particularly in speaking.

CONCLUSIONS

This research concludes that animated movies significantly enhance students' motivation, engagement, and speaking performance. The use of animated movies can support students' speaking skills by increasing their motivation, confidence, and vocabulary development in learning English. The findings show that animated movies provide an engaging and meaningful learning environment for seventh-grade students. Therefore, animated movies can be considered an effective supplementary teaching medium in EFL speaking classes. The results of this study imply that English teachers should consider integrating animated movies into their speaking lessons to create a more interactive and enjoyable learning atmosphere. In addition, future researchers are encouraged to conduct further studies with a larger sample size or different grade levels to obtain more comprehensive results. Teachers are recommended to integrate animated movies as complementary media for speaking lessons. Future research could involve a broader participant base or experimental design to assess learning outcomes quantitatively.

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