

**STUDENTS' PERCEPTION OF USING THE ANIMATED
MOVIE "FROZEN II" TO IMPROVE ENGLISH
VOCABULARY**

**BY
NURUL HUMAIRO**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2024 AD / 1445 AH**

**STUDENTS' PERCEPTION OF USING THE ANIMATED MOVIE
"FROZEN II" TO IMPROVE ENGLISH VOCABULARY**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

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I, the undersigned, Nurul Humairo, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 18 March, 2024

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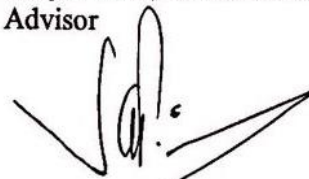

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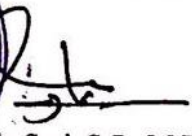
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ABSTRACT

Nurul Humairo. 2024. Students' Perception of Using the Animated Movie "Frozen II" to Improve English Vocabulary. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Drs. Saadillah, M. Pd

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Improving a student's vocabulary can be achieved at any age and any level of education. Therefore, one approach to improve students' vocabulary in an interactive and easy way is to watch movies. This research aims to determine students' perceptions of improving vocabulary using the animated movie Frozen II. The research uses Narrative Inquiry. Data was taken at UIN Antasari Banjarmasin. There are 10 participants from English Education Department of Faculty Tarbiyah and Teacher Training. Data was collected using interview guideline and analyzed using narrative analysis. The results of the research show there are three aspect perceptions. 1) cognitive aspect, students predominantly give their perceptions based on their knowledge which makes it easier to improve English vocabulary using the animated movie Frozen II; 2) affective aspect, where students predominantly feel happy using the animated movie Frozen II as a media to improve English vocabulary; 3) conative aspect, students express their perceptions based on an action in the form of being more enthusiastic about using the animated movie Frozen II to improve their English vocabulary. Next, there are advantages and disadvantages of using the animated movie Frozen II to improve English vocabulary. The advantages are: 1) not confusing; 2) more fun using the animated Frozen II; 3) more fun to use animated genre movies; 4) not monotonous; 5) more enthusiastic; 6) more motivated; 7) helps improve reading English vocabulary; 8) do not lose time. Then, the disadvantages: 1) movie playback is too fast; 2) not happy; 3) less enthusiastic and less focused; 4) not motivated; 5) find it difficult to understand.

ABSTRAK

Nurul Humairo. 2024. *Students' Perception of Using the Animated Movie "Frozen II" to Improve English Vocabulary.* Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Pembimbing: Drs. Saadillah, M. Pd

Kata kunci: Persepsi, Film Animasi, Kosa Kata

Meningkatkan kosakata siswa dapat dicapai pada usia berapa pun dan tingkat pendidikan apa pun. Oleh karena itu, salah satu pendekatan untuk meningkatkan kosakata siswa secara interaktif dan mudah adalah dengan menonton film. Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap peningkatan kosakata menggunakan film animasi Frozen II. Penelitian ini menggunakan Narrative Inquiry. Pengambilan data dilakukan di UIN Antasari Banjarmasin. Siswa yang berasal dari Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan berjumlah 10 orang. Data dikumpulkan dengan menggunakan pedoman wawancara dan dianalisis menggunakan analisis naratif. Hasil penelitian menunjukkan terdapat tiga aspek persepsi. 1) aspek kognitif, siswa lebih banyak memberikan persepsi berdasarkan pengetahuannya yang memudahkan peningkatan kosa kata bahasa Inggris menggunakan film animasi Frozen II; 2) aspek afektif, dimana siswa sebagian besar merasa senang menggunakan film animasi Frozen II sebagai media untuk meningkatkan kosakata bahasa Inggris; 3) aspek konatif, siswa mengungkapkan persepsinya berdasarkan suatu tindakan berupa lebih antusias menggunakan film animasi Frozen II untuk meningkatkan kosakata bahasa Inggrisnya. Berikutnya, kelebihan dan kekurangan penggunaan film animasi Frozen II untuk meningkatkan kosakata bahasa Inggris. Keunggulannya adalah: 1) tidak membingungkan; 2) lebih asyik menggunakan animasi Frozen II; 3) lebih asyik menggunakan film bergenre animasi; 4) tidak monoton; 5) lebih bersemangat; 6) lebih termotivasi; 7) membantu meningkatkan kosa kata bahasa Inggris membaca; 8) tidak kehilangan waktu. Lalu, kekurangannya: 1) pemutaran film terlalu cepat; 2) tidak senang; 3) kurang antusias dan kurang fokus; 4) tidak termotivasi; 5) merasa sulit untuk memahaminya.

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March 17th, 2024 A.D

Writer

TRANSLITERATION

No	Surah/Verse	Translation	
		English	Indonesia
1.	Al-Alaq Verse 3-4	“Read! Your Lord is the Most Glorious.” (3) “Who teaches (humans) with a pen.” (4)	“Bacalah! Tuhanmulah Yang Mahamulia.” (3) “Yang mengajar (manusia) dengan pena.” (4)
2.	Al-Baqarah Verse 31	“He taught Adam all the names (of things), then presented them all before the angels, then said, 'Tell Me the names of all these things if you are truly righteous.’” (31)	“Dia mengajarkan Adam semua nama-nama (benda), kemudian menampilkan semuanya di hadapan malaikat, lalu mengatakan, ‘Sebutkanlah kepada Ku nama-nama semua benda itu jika kamu memang benar orang-orang yang benar.’” (31)

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