

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This research data was obtained through interviews of 10 students' majoring English Education Department class of 2020 in Faculty of Tarbiyah and Teacher Training at the Antasari State Islamic University Banjarmasin, where some interviews were conducted face-to-face and other interviews were conducted online. The interview lasted approximately 1 hour. This interview was conducted 2 times with each students.

1. Students' Perception of Using the Animated Movie Frozen II to Improve English Vocabulary

Table 4.1 Cognitive Aspect

No	Questions	Agree	Disagree
1.	Do you know the many meanings of English vocabulary using the animated movie Frozen II?	7 students agree	3 students disagree
2.	Is it easier for you to understand a conversation that occurs in the animated movie Frozen II?	8 students agree	2 students disagree
3.	By using the animated movie Frozen II, do you write new vocabulary to make it easier for you to remember English vocabulary?	2 students agree	8 students disagree
4.	Do you think improving your English vocabulary using the animated movie Frozen II makes you confused because it's too fast?	3 students agree	7 students disagree

Based on table 4.1 the findings obtained from tracing students' perceptions from the cognitive aspect. Question number 1 was dominated by **agree** answers from students that they thought that by using the

animated movie Frozen II they could find out many new and everyday meanings of English vocabulary. The following are the student responses, each resource person is given the initials S1 (student 1), S2 (student 2), S3 (student 3), S4 (student 4), S5 (student 5), S6 (student 6), S7 (student 7), S8 (student 8), S9 (student 9), and S10 (student 10).

S1: *"Yes, quite a lot, because there are several vocabulary words that I have never heard of."*

S5: *"Knowledge in my vocabulary increased after watching Frozen II"*

S6: *"Yes, my vocabulary has increased after watching it"*

S7: *"Yes, I know more about the meaning of English vocabulary"*

S8: *"Yes, I know more about the meaning of the English vocabulary found in the animated movie Frozen II"*

S9: *"That's right, after watching Frozen II there are several vocabulary words that can be used in everyday life"*

S10: *"Yes, I learned new English vocabulary that is rarely used in everyday life"*

Question number 2 was dominated by **agree** answers from some students. They think it is easier to know and understand a conversation that occurs in the animated movie Frozen II, because some of the vocabulary used is quite familiar and it is not too difficult to distinguish them because the different voices of each character make it easier to know and understand the different conversations of each individual. The following are responses from students

S1: *"Yes, it is clearer, the conversation they have feels lighter and easier to understand"*

S3: *"It is quite easier for me to understand the conversations in the animated movie Frozen II, because some of the vocabulary used is vocabulary that is quite familiar to hear."*

S4: *"For the conversations in Frozen II, it is not too difficult to differentiate them, because the different voices of each character make it easier to know and understand the different conversations for each individual"*

S5: *"Of course, it is easier for me to know and understand the conversation flow of the movie and with the help of subtitles that display English text"*

S6: *"Yes, I understand better how a conversation works in English"*

S8: *"Yes, it is easier to understand the conversations that occur in the movie"*

S9: *"It is easier, because the vocabulary in the movie Frozen II is more familiar and the level is not too difficult."*

S10: *"Yes, I can still understand the language used in the movie, because it doesn't use too complicated language"*

Question number 3 was dominated by **disagree** answers from several students. They argue that they do not write English vocabulary, but only remember it. As stated by several students, they said they did not write down the vocabulary in the animated movie Frozen II, but usually

tried to say the English vocabulary repeatedly to remember it or used it when talking to friends to always remember the English vocabulary. Some students also remember the English vocabulary contained in the movie such as enchanted, forest, giant, nature, fear, enemy and many others.

S2: *"I did not write it down, but memorized vocabulary that I considered less familiar, then looked for the meaning"*

S3: *"No, I did not write that vocabulary. It is just that I usually try to say the vocabulary over and over again to remember it, or sometimes I use it when talking to friends so that I do not forget some of the vocabulary that I remember."*

S4: *"I did not write the vocabulary in Frozen II"*

S5: *"I remember some new vocabulary through frozen 2, but do not write it down directly"*

S6: *"I didn't write it but I remember some of the words I got after watching it like enchanted, forest, giant, etc."*

S8: *"I only remember, do not write"*

S9: *"If I do not write in notes, there are only a few words that I remember, one of which is nature, fear, enemy and many others."*

S10: *"No, the vocabulary I remember includes reindeers, precious, kingdom"*

Question number 4 was dominated by **disagree** answers from several students. They thought that using the animated movie Frozen II to improve their English vocabulary did not make them confused because it

was too fast. Statements from several students, they said that using the Frozen II animated movie was not fast and did not make confused, because it did not use complicated vocabulary so it was easy for beginners to understand and was supported by a light and light plot easy to understand.

S2: *"Not really, most of the conversations made by the characters in the Frozen animation are quite understandable because they don't use complicated vocabulary."*

S4: *"It will not be confusing, because different intonations and different vowels are opportunities for convenience"*

S6: *"In my opinion, this movie does not make you confused or fast because it uses common words so it is easy for beginners to understand"*

S7: *"Actually, it does not make you confused, in fact it makes you understand more because it is supported by a light and easy to understand plot"*

S8: *"In my opinion, not really, but there are scenes where the speech is fast and slow"*

S9: *"Not too fast, but there are some vocabulary whose meanings are less well known."*

S10: *"Not really, I can still catch the conversations conveyed by the characters in this movie"*

Table 4.2 Affective Aspect

No	Questions	Agree	Disagree
1.	In your opinion, what do you feel after using the animated movie Frozen II to improve your English vocabulary, is it more fun?	10 students agree	–
2.	Are you happy using animated genre movies?	10 students agree	–
3.	Are you happy the animated movie Frozen II which is equipped with subtitles than the movie which does not use subtitles?	10 students agree	–
4.	Would you rather listen and pay attention to every vocabulary in the animated movie Frozen II?	9 students agree	1 student disagree
5.	Do you feel unhappy when using the animated movie Frozen II as a learning media to improve your English vocabulary because it is too monotonous?	1 student agree	9 students disagree

Based on table 4.2 the findings obtained from tracing students' perceptions from the affective aspect. Question number 1 was dominated by **agree** answers from all students (S1-S10). This can be seen through the statement from S1: *"Yes, in my opinion, using movies and one of them is the animated movie Frozen II, I learn and get vocabulary more fun, what is more increasing vocabulary using movie than reading books or in a dictionary"* Then S2 also has the same opinion about the animated movie Frozen II. That using the animated movie Frozen II is fun and more exciting. S2 said: *"It is fun, especially with a movie you like, it makes you more enthusiastic"* This is the same as S3, who believes that using the animated movie Frozen II is more enjoyable because the movie is not boring even if you watch it repeatedly. S3 said: *"Of course, learning using animated movies is more fun. Moreover, the movie Frozen II is quite*

famous among the public. So indirectly people can learn to improve their vocabulary through the movie Frozen II. Because the movie is not boring even if you watch it repeatedly." Then S4 also stated that using the animated movie Frozen II made it easier to improve English vocabulary. S4 said: "S4: *"To improving vocabulary, maybe not to make it fun, but to make it easier."* Likewise, S5 said *"Of course, understanding new vocabulary while watching a movie that we have previously watched in a previous version is fun"* And also S6 said *"Yes, it is more fun, because I can improve my English vocabulary and get entertainment at the same time"* he believes that it is more fun to use the animated movie Frozen II, because it can improve English vocabulary skills while also getting entertainment. Likewise, S7 and S8 had the same opinion, S7 said: *"Yes, it was very fun"* and S8 said *"Yes, it was fun using the animated movie Frozen II"*. And S9 who said *"Of course it is more fun, because apart from learning English vocabulary I can also enjoy the animation so learning through the movie Frozen II is more fun"* Then, S10 said *"I feel happy because I got a lot of new vocabulary"*. From the students' statements that have been mentioned, they think that they feel it is more fun to improve their English vocabulary using the animated movie Frozen II, rather than using books or dictionaries which are fairly commonplace. The animated movie Frozen II is also not boring even if you watch it repeatedly.

Question number 2 was dominated by **agree** answers from students (1-10). They all thought that they felt happy using animated genre movies.

This can be seen from S1 statement: *"Yes, I really happy using animated movie"* Then S2 also said that watching animation was fun and could add new vocabulary. S2 said: *"Yes, watching animation is fun and can add new vocabulary."* Likewise with S3 who believes that using animated genre movies is very fun and does not make you bored when studying, S3 said *"Very happy, because studying using animated genre movies is very fun, it makes us not get bored quickly when studying."* S4 also agreed and said *"It is not just animation, but to improve English vocabulary, one of the best is animation."* Then S5 also said: *"I happy watching animated movies rather than non-animated movies."* S6 also believes that the first time I learned English was by watching animated movies because they still used simple vocabulary, S6 said: *"Yes, when I first learned English, I deliberately watched animated movies, because usually animated movies use simple vocabulary."* Furthermore, S7 and S8 thought the same thing. S7 said: *"Yes, I really enjoy using animated movies"* and S8 said: *"Yes, I enjoy using animated movies."* S9 thinks animated movies are not boring, S9 said: *"Very happy because animation is not boring to watch."* And the last S10 said: *"Yes, because it is more interesting and can be enjoyed by all groups."* From the students' statements that have been mentioned, they are of the opinion that they feel happier using animated movies than non-animated movies, apart from animated movies which are exciting and not boring, increasing English vocabulary using animated movies is more

interesting and still uses vocabulary that is easy to understand and can be enjoyed by all groups.

Question number 3 was dominated by **agree** answers from students (1-10). They all thought that they were happier with the animated movie Frozen II which used subtitles than without subtitles. As stated by S1 who said: *"I happy to use subtitles, so I can better understand two languages directly, in movies that have English dialogue, there is a translation directly in the subtitles."* Then S2 had the same opinion that it was more fun to use subtitles because it helped when finding difficult vocabulary when listening and then immediately knowing the meaning from the subtitles. S2 said: *"Maybe using subtitles is more fun because it helps when finding vocabulary that is quite difficult. When listening, we can immediately find out the meaning from the subtitles."* Then S3 also thought that he would be happier using subtitles so he could find out the meaning of unfamiliar vocabulary. S3 said: *"The first time I watched it, I happier subtitles so that I could find out the meaning of vocabulary that was unfamiliar to me. But the second or third time I watch it, I happy without subtitles, because it can help me learn to improve my vocabulary."* Likewise, S4 was of the opinion that he felt happy using subtitles because it helped slow comprehension, having subtitles made it easier to memorize new vocabulary. S4 said: *"Yes, I feel happy, because the use of subtitles is to help understanding, due to the possibility of delays in the brain's nerves causing difficulty in understanding, because of that, the presence of*

subtitles makes it easier to memorize new vocabulary." Furthermore, S5 opined that he felt helped by the presence of subtitles. S5 said: "*Of course, I find it helpful to have subtitles.*" The S6 also found it preferable to use subtitles. S6 said: "*Yes, I happy watching with subtitles.*" The same thing happened with S7 who said: "*Yes, it is true that I happy using subtitles compared to not using subtitles.*" Then S8 said: "*Yes, I like using subtitles, because the first time I watched it I focused more on the story than the vocabulary used.*" The S8 also found it happy to use subtitles. S9 also thinks the same thing that they happy to use subtitles to make it easier to understand the meaning of the vocabulary from the conversations that occur in the movie Frozen II. S9 said: "*Honestly, I would happy to be equipped with subtitles to make it easier to understand the conversation they are talking about and to know the meaning of vocabulary whose meaning is unknown.*" And the S10 also thinks it's happy to use subtitles. S10 said: "*Yes, I happy using subtitles*". From the students' statements that have been mentioned, they are of the opinion that they are feel happier with the animated movie Frozen II which uses subtitles than not using subtitles because it helps when they find vocabulary that is difficult to understand in the movie's conversation when listening and immediately know the meaning of the subtitles.

Question number 4 was dominated by **agree** answers from students. This can be seen through a statement from S1: "*Yes, I really enjoyed listening and paying attention to every vocabulary in the movie.*"

Then S2 believes that vocabulary that is unfamiliar and difficult to pronounce will listen and pay more attention to it. S2 said: *“Only for vocabulary that is unfamiliar to me and difficult to pronounce. I enjoy listening and paying attention more intensely.”* Then S3 thought that it was nice to listen and pay attention to every vocabulary in the animated movie Frozen II, because there are several vocabulary words that can be used in everyday life. S3 said: *“Yes, I enjoyed listening and paying attention to every vocabulary in the Frozen II animation. Because I can also use some of the vocabulary used in movies in everyday life.”* Likewise, S5 felt happy listening and paying attention to every vocabulary in the animated movie Frozen II. S5 said: *“Sure, I feel that way.”* S6 also believes that they happy to listen and pay attention to the vocabulary in the animated movie Frozen II. S6 said: *“Yes, I happy to listen and pay attention to the words in the movie.”* Then S7 also argued that not only in scenes from the animated movie Frozen II but the songs in the movie also used a lot of new vocabulary. S7 said: *“While listening and paying attention, I also like the soundtrack which sometimes has a lot of new vocabulary in it.”* Likewise, S8 believes that it is fun to watch while listening and paying attention to interesting vocabulary. S8 said: *“Yes, I’m happy, because I can watch while listening and pay attention to vocabulary that is interesting to me.”* S9 also felt the same thing, it was fun listening to and paying attention to every vocabulary in the animated movie Frozen II. S9 said: *“That’s right, it is easier to listen and pay attention to the vocabulary in the movie.”* S10

also felt this way, feeling happy listening to and paying attention to the vocabulary in the animated movie Frozen II, and because it uses an interesting language style as well as the songs sung by the animated movie Frozen II. S10 said: *"Yes, I am happy, because the language style is interesting and I like the songs sung in this movie."* From the students' statements that have been mentioned, they think that they feel happy listening to and paying attention to the vocabulary in the animated movie Frozen II, not only in the scenes but the songs in the movie also use a lot of new vocabulary so that they can be used in everyday life.

Question number 5 was dominated by **disagree** answers from students. This can be seen from S1 statement: *"No, I think it is still fun, even though it has to be repeated over and over again, it will be easier to remember if the animated movie keeps saying it, so we hear and remember and read the subtitles."* S1 believes that it is still fun even if you have to watch the animated movie Frozen II again and again, because it makes it easier to remember the vocabulary spoken in the movie. The same thing happened with S2 who thought that he felt happy using the animated movie Frozen II as a learning media to improve his English vocabulary even though he watched it repeatedly. S2 said: *"I feel happy using movies as a learning media even though I watch them repeatedly, because I can learn new vocabulary while watching movies that I like."* Then S3 had the same opinion that he didn't mind even though he watched it repeatedly, he still felt happy using the animated movie Frozen II as a learning media to improve his English vocabulary. S3 said: *"No. I enjoy using Frozen II*

animation as a learning media. Because once again, this movie is quite famous and the storyline is very fun, not boring." S4 also believes that he still feels happy and doesn't mind watching the animated movie Frozen II even repeatedly to further improve his English vocabulary, because the animated movie Frozen II has many stories and plot twists in every scene. S4 said: *"No, I do not mind watching the animated Frozen II even though I repeat it again and again to further improve my English vocabulary, because the animated movie Frozen II has more stories, lots of plot twists, lots of unexpected things."* Then S5 also had the same opinion that using the animated movie Frozen II as a learning media to improve English vocabulary was not monotonous, but felt more fun and focused on conversation from the animated movie Frozen II. S5 said: *"I think using animated movies as a learning media to improve vocabulary is not monotonous, in fact I find it more enjoyable and focused on the conversation from the movie."* Likewise, S6 said that he felt it was more fun to improve his English vocabulary using the animated movie Frozen II even though he watched it repeatedly. S6 said: *"No, on the contrary I feel very happy because I can improve my English vocabulary even though I keep watching it over and over again."* Then S8 thought that he liked animated movies in English, because animated movies, especially Frozen II, had a story that wasn't boring and was liked by all groups, so he had fun while learning new English vocabulary. S8 said: *"I am happy, because personally I like watching movies and by watching animations in English, I can have fun while learning new vocabulary that is interesting to me."*

Furthermore, S9 had the same opinion that he felt happy learning English vocabulary using the animated movie Frozen II, even though only some of the vocabulary was observed, not all of it. S9 said: *"No, I enjoyed learning vocabulary through the movie Frozen II even though only some of the vocabulary was observed, not all of it."* S10 also has the same opinion that it feels good to use the animated movie Frozen II as a learning media to improve English vocabulary. S10 said: *"No, I like using the movie Frozen II as a learning media to improve my English vocabulary."* From the students' statements that have been mentioned, they are of the opinion that they feel happy and do not mind watching the animated movie Frozen II repeatedly as a learning media to improve English vocabulary, because the storyline is not boring and so they can better remember the vocabulary that is repeated from the animated movie Frozen II.

Table 4.3 Conative Aspect

No	Questions	Agree	Disagree
1.	Are you more enthusiastic and focused when watching the animated movie Frozen II to improve your English vocabulary?	8 students agree	2 students disagree
2.	Are you more motivated to improve your English vocabulary and repeat English vocabulary by using the animated movie Frozen II?	9 students agree	1 student disagree
3.	Does the animated movie Frozen II help you to improve your English reading vocabulary?	10 students agree	–
4.	When you improve your English vocabulary using movies, do you often lose time and have difficulty understanding the movies?	1 student agree	9 students disagree

Based on table 4.3, the results of the search for student perceptions from the conative aspect. Question number 1 was dominated by **agree** answers from students. This can be seen from statements from S1, S2, S3 and S5 who stated that watching was more enthusiastic and focused on improving English vocabulary by paying attention to every dialogue and subtitle in the animated movie Frozen II.

S1: *"Yes, focus more and pay more attention to each dialogue and subtitles at the same time."*

S2: *"Yes, I am excited and focused because I am learning new vocabulary using the animated movie Frozen II animation."*

S3: *"Yes, I was very excited and focused when watching Frozen II to improve my vocabulary. But for the first viewing I want to know more about the story, then for the second viewing I will focus on the vocabulary used in the movie."*

S5: *"Yes, I was very excited and focused when watching Frozen II to improve my English vocabulary."*

This is the same as the statement from S6, S7, S8 and S10 which stated that they were more enthusiastic and focused on improving new and interesting English vocabulary using the animated movie Frozen II with its exciting storyline, which made them enthusiastic about watching this movie.

S6: *"Yes, I became more enthusiastic and focused."*

S7: *"Yes, I am more enthusiastic and focused on improving my English vocabulary."*

S8: *"I am more excited and focused on the story, but I am also looking forward to new vocabulary that is interesting to me."*

S10: *"Yes, because the story is exciting, it makes me excited to watch this movie."*

Question number 2 was dominated by **agree** answers from students. This can be seen from the statements of S1, S2, S3, S5 and S6 which state that when watching the animated movie Frozen II they are more motivated to improve their English vocabulary and speak it again, so that they get used to the vocabulary which can be used to communicate with friends on a daily basis day.

S1: *"Yes, more motivated, so I found words and sentences that I might be able to use to communicate with friends every day."*

S2: *"Yes, I am motivated to speak the vocabulary I learned from watching the movie so that it makes me familiar and familiar with the new vocabulary."*

S3: *"Yes, I am more motivated to improve my vocabulary. Because it's really fun to learn vocabulary through animated movies."*

S5: *"I feel motivated to recite the vocabulary from the animated movie Frozen II in my daily life."*

S6: *"Yes, it is very motivating, because I can know how a word is spoken through the movie."*

The same thing applies to statements from S7, S8, S9 and S10. They stated that they were very motivated, because when they listened to the dialogue in the animated movie Frozen II they unconsciously recited the English vocabulary they heard.

S7: *"Yeah, I a very motivated."*

S8: *"Yes, I am motivated, sometimes I unconsciously repeat the vocabulary I hear."*

S9: *"Yes, quite motivated because when I listen to them talk I follow their speaking even if I have problems with whether my conversation is correct or not."*

S10: *"Yes, I am motivated, because a lot of the dialogue in this movie is delivered in the language style of the royal era so I can develop my vocabulary."*

Question number 3 was dominated by **agree** answers from all students. (S1-S10) This can be seen from the statements of S1, S2, S3, S4 and S5 which state that the animated movie Frozen II really helps improve the ability to read English vocabulary, after writing new English vocabulary that is considered important, then will read the results of what is written to remember and improve the ability to read English vocabulary well and correctly.

S1: *"Yes, it's very helpful, so after I write down the vocabulary that I think is important, then I will read the results of what I wrote to remember."*

S2: *"Yes, it is quite helpful in reading English vocabulary, the way the characters in the animated movie Frozen II speak certain vocabulary made me learn to read from the pronunciation of the vocabulary I just learned."*

S3: *"Of course, because by listening to how they pronounce the vocabulary indirectly we also learn to improve our ability to read the vocabulary properly and correctly."*

S4: *"Yes, the animated movie is very helpful in improving vocabulary reading skills because the character can make people follow the dialogue made by the characters in the animated movie."*

S5: *"Frozen II helped me improve my reading vocabulary."*

Likewise, with statements from S6, S7, S8, S9 and S10, they stated that it was very helpful to improve reading English vocabulary because the animated movie Frozen II contained a lot of vocabulary and while reading English subtitles.

S6: *"Yes because I can know how a word is pronounced through the movie."*

S7: *"That's right, it really helped me in improving my English vocabulary reading."*

S8: *"Yes, that's right, watching the animated movie Frozen II can help improve my English reading vocabulary."*

S9: *"Yes, it is very helpful because the movie Frozen II contains vocabulary in various contexts."*

S10: *"Yes, because I watch using English subtitles so I can improve my vocabulary reading."*

Question number 4 was dominated by **disagree** answers from students. This can be seen from the statements of S1, S2, S3, S4 and S5 which state that using the animated movie Frozen II does not result in loss of time because watching it in your free time does not interfere with other activities, then it is not difficult to understand English vocabulary, because use familiar vocabulary.

S1: *"No, in fact I prefer to learn English speaking, listening, reading and writing to improve vocabulary from watching movies, because in my opinion, even though the movie has been watched many times, if we watch it again we will get new vocabulary every time watch it, and be more motivated to learn again to remember every vocabulary we get from the movie."*

S2: *"No, I choose free time when I intend to watch movies and learn new vocabulary so that it doesn't interfere with my other activities."*

S3: *"No. Because some movies use words that are familiar enough to hear, it does not make it difficult to understand the words. However, in the movie there are some who use abbreviated vocabulary or use slang words, perhaps words that are less familiar which makes it a little difficult to understand the vocabulary."*

S4: *"No, more like getting too carried away, to the point of forgetting any new vocabulary in the animated movie."*

S5: *“I did not find it difficult to understand Frozen II and did not lose any time.”*

The same thing applies to statements from S6, S7, S8, and S10 students. They stated that they did not have any difficulties and could understand the English vocabulary in the animated movie Frozen II well and also did not feel like they were losing time by watching it in their spare time.

S6: *“I don not think so because the conversation is not very fast in the movie.”*

S7: *“No, because I watch in my free time so I do not lose time and do not find it difficult.”*

S8: *“No, I did not feel lost in time and did not find it difficult to understand the movie Frozen II.”*

S10: *“No, I can understand it well.”*

2. Advantages and Disadvantages of Using the Animated Movie Frozen II to Improve English Vocabulary

a. Advantages

There are 8 advantages found by researcher through interviews, in questions number 4, 5, 6, 9, 10, 11, 12 and 13. The first advantage is animated movie Frozen II help to improve English vocabulary because it does not make the students confused and does not fast in playing the movie. There were 7 students who agreed to this advantage.

S2: *"Not really, most of the conversations made by the characters in the Frozen II animation are quite understandable because they do not use complicated vocabulary."*

S4: *"It will not be confusing, because different intonations and different vowels are opportunities for convenience."*

S6: *"In my opinion, this movie does not make you confused or fast because it uses common words so it is easy for beginners to understand."*

S7: *"Actually, it does not make you confused, in fact it makes you understand more because it is supported by a light and easy to understand plot."*

S8: *"In my opinion, not really, because there are scenes where the speech is fast and slow."*

S9: *"Not too fast, but there are some vocabulary whose meanings are less well known."*

S10: *"Not really, I can still catch the conversations conveyed by the characters in this movie."*

The second advantage is that using the animated movie Frozen II to improve English vocabulary is more fun. All students (S1-S10) agreed to these advantages.

S1: *"Yes, I think using movies and one of them is the animated movie Frozen II, I learn and get vocabulary more fun, what is more*

improving my vocabulary using movies rather than reading books or dictionaries."

S2: *"It is fun, especially with a movie you like, it makes me more enthusiastic."*

S3: *"Of course, learning using animated movies is more fun, especially since the Frozen II movie is quite famous among the public. So indirectly people can learn to improve their vocabulary through the movie Frozen II, because the movie is not boring even if you re-watch it several times."*

S4: *"To improving vocabulary, maybe not to make it fun, but to make it easier."*

S5: *"Of course, understanding new vocabulary while watching a movie that we have previously watched is a fun thing."*

S6: *"Yes, it is more fun, because I can improve my English vocabulary and get entertainment at the same time."*

S7: *"Yeah, it was really fun."*

S8: *"Yeah, it is fun."*

S9: *"Of course it is more fun because apart from learning English vocabulary we can also enjoy the animation so learning through the movie Frozen II is more fun."*

S10: *"I feel happy because I get a lot of new vocabulary."*

The third advantage is that using animated genre movies is more fun than non-animated movies. All students (S1-S10) agreed to these advantages.

S1: *" I happy watching animated movies rather than non-animated movies."*

S2: *"Yes, watching animation is fun and can add new vocabulary."*

S3: *"Very happy, because learning using animated genre movies is very fun, it makes us not get bored quickly when studying."*

S4: *"Not just animation, but to improve English vocabulary, one of the best is animation."*

S5: *"I prefer watching animated movies than non-animated movies"*

S6: *"Yes, when I first learned English, I deliberately watched animated movies because usually animated movies use simple vocabulary."*

S7: *"Yes, I really enjoy using animated movies."*

S8: *"Yes, I enjoy using animated movies."*

S9: *"Very happy because the animation is not boring to watch."*

S10: *"Yes, because it is more interesting and can be enjoyed by all groups."*

The fourth advantage is that improving English vocabulary is more fun using the animated movie Frozen II as a learning media and is not too monotonous. There were 9 students who agreed to this advantage.

S1: *"No, I think it is still fun, even though you have to repeat it over and over again, it will be easier to remember if the animated movie keeps saying it, so we hear and remember and read the subtitles."*

S2: *"I feel happy using movies as a learning media even though I watch them repeatedly, because I can learn new vocabulary while watching movies that I like."*

S3: *"No. I enjoy using Frozen II animation as a learning media. Because once again, this movie is quite famous and the storyline is very fun, not boring."*

S4: *"No, I do not mind watching the animated Frozen II, even though I repeat it again and again to further improve my English vocabulary, because the animated movie Frozen II has more stories, lots of plot twists, lots of unexpected things."*

S5: *"I think using animated movies as a learning media to improve vocabulary is not monotonous, in fact we find it more enjoyable and focus on the conversation from the movie."*

S6: *"No, on the contrary, I actually feel very happy because I can improve my English vocabulary even though I keep watching it over and over again."*

S8: *"I am happy, because personally I like watching movies and by watching animation in English, I can have fun while learning new vocabulary that is interesting to me."*

S9: *"No, I like learning vocabulary through the movie Frozen II even though only some of the vocabulary is observed, not all of it."*

S10: *"No, I like using the movie Frozen II as a learning media to improve my English vocabulary."*

The fifth advantage is being more enthusiastic and focused on improving English vocabulary using the animated movie Frozen II. There were 8 students who agreed to this advantage.

S1: *"Yes, focus more and pay more attention to each dialogue and subtitles at the same time."*

S2: *"Yes, I am excited and focused because I learned new vocabulary using the Frozen II animation."*

S3: *"Yes, I was very excited and focused when watching Frozen II to improve my vocabulary. But for the first viewing I want to know more about the story, then for the second viewing I will focus on the vocabulary used in the movie."*

S5: *"Yes, I was very excited and focused when watching Frozen II to improve my English vocabulary."*

S6: *"Yes, I became more enthusiastic and focused."*

S7: *"Yes, I am more enthusiastic and focused on improving my English vocabulary."*

S8: *"I am more excited and focused on the story, but I am also looking forward to new vocabulary that is interesting to me."*

S10: *"Yes, because the story is exciting, it makes me excited to watch this movie."*

The sixth advantage is being more motivated to improve and re-pronounce English vocabulary by using the animated movie Frozen II. There were 9 students who agreed to this advantage.

S1: *"Yes, more motivated, so we find words and sentences that we might be able to use to communicate with friends every day."*

S2: *"Yes, I am motivated to pronounce the vocabulary I learned from watching the movie so that it makes me familiar and used to new vocabulary."*

S3: *"Yes, I am more motivated to improve my vocabulary. Because it is really fun to learn vocabulary through the animated movie Frozen II."*

S5: *"I feel motivated to repeat the vocabulary from the movie Frozen II in my daily life."*

S6: *"Yes, very motivated, because I can know how a word is pronounced through the movie."*

S7: *"Yeah, I am very motivated."*

S8: *"Yes, I am motivated, sometimes I unconsciously repeat the vocabulary I hear."*

S9: *"Yes, quite motivated because when I listen to them talk I follow their pronunciation even if I have problems with whether my pronunciation is correct or not."*

S10: *"Yes, I am motivated, because a lot of the dialogue in this movie is delivered in the language style of the royal era so I can develop my vocabulary."*

The seventh advantage is that the animated movie Frozen II helps improve reading English vocabulary. All students (S1-S10) agreed to these advantages.

S1: *"Yes, it is very helpful, so after I write down the vocabulary that I think is important, then I will read the results of what I wrote to remember."*

S2: *"Yes, it is quite helpful in reading English vocabulary, the way the characters in the animated movie Frozen II pronounce certain vocabulary made me learn to read from the pronunciation of the vocabulary I just learned."*

S3: *"Of course, because by listening to how they pronounce the vocabulary indirectly we also learn to improve our ability to read the vocabulary properly and correctly."*

S4: *"Yes, the animated movie is very helpful in improving vocabulary reading skills because the character can make people follow the dialogue made by the characters in the animated movie."*

S5: *"Frozen II helped me improve my reading vocabulary."*

S6: *"Yes, because I can know how a word is pronounced through the movie."*

S7: *"That's right, it really helped me in improving my English vocabulary reading skills."*

S8: *"Yes, that's right, watching the animated movie Frozen II can help improve my English reading vocabulary."*

S9: *"Yes, it is very helpful because the movie Frozen II contains vocabulary in various contexts."*

S10: *"Yes, because it is more interesting and can be enjoyed by all groups."*

The eighth advantage is that do not feel losing time and it is not difficult to understand how to improve your English vocabulary using the animated movie Frozen II. There were 9 students who agreed to this advantage.

S1: *"No, in fact I prefer to learn English speaking, listening, reading and writing to improve vocabulary from watching movies, because in my opinion, even though the movie has been watched many times, if we watch it again we will get new vocabulary every time watch it, and be more motivated to learn again to remember every vocabulary we get from the movie."*

S2: *"No, I choose free time when I intend to watch movies and learn new vocabulary so that it doesn't interfere with my other activities."*

S3: *"No. Because some movies use words that are familiar enough to hear, it does not make it difficult to understand the words. However, in the movie there are some who use abbreviated vocabulary or use slang*

words, perhaps words that are less familiar which makes it a little difficult to understand the vocabulary."

S4: *"No, more like getting too carried away, to the point of forgetting any new vocabulary in the animated movie."*

S5: *"I did not find it difficult to understand Frozen II and did not lose any time."*

S6: *"I do not think so because the conversation is not very fast in the movie."*

S7: *"No, because I watch in my free time so I do not lose time and do not find it difficult."*

S8: *"No, I did not feel lost in time and did not find it difficult to understand the movie Frozen II."*

S10: *"No, I can understand it well."*

b. Disadvantages

There are 5 disadvantages based on the interviews with the students. Based on questions 4, 9, 10, 11 and 13. First disadvantages, students stated that using the animated movie Frozen II made them confused and the movie was shown too quickly. From the 10 students, there are 3 students who agree with this statement.

S1: *"Yes, sometimes the movie is played too fast and sometimes if I want to find out vocabulary that I forgot, I try to repeat the movie."*

S3: *"Some of the mentions in the animated movie Frozen II are quite fast and it is quite difficult for me to understand them, but for some of*

the vocabulary I understand quite well if I am familiar enough with the word."

S5: *"If I rely on the conversational tempo of the movie, I feel confused, but I was helped a little by the subtitles."*

Second disadvantage, students stated that they felt less happy when using the animated movie Frozen II as a learning media to improve their English vocabulary because it was too monotonous to watch repeatedly. From the 10 students, there is 1 student who agrees with this statement.

S7: *"I do not like watching it repeatedly, because I sometimes get bored easily if I am not interested."*

Third disadvantage, students stated that they were less enthusiastic and not very focused when watching the animated movie Frozen II to improve their English vocabulary. From the 10 students, there are 2 students who agree with this statement.

S4: *"Not too enthusiastic, because every English used for animated movies is mostly for children, namely basic English words."*

Fourth disadvantage, students stated that they were not very motivated to improve and repeat their English vocabulary using the animated movie Frozen II. From the 10 students, there is 1 student who agrees with this statement.

S4: *"To be motivated, maybe not, but sometimes I might like to repeat or sing myself the music sung by the characters in the animated movies."*

Fifth disadvantage, students stated that when improving their vocabulary using the animated movie Frozen II they felt they lost time and found it difficult to understand using the movie. From the 10 students, there is 1 student who agrees with this statement.

S9: *"Sometimes yes, because there is some vocabulary whose meaning is not well known so understanding the movie is less."*

B. Discussion

The data that has been found by the researcher will be connected with the theories that will answer the research questions.

1. Students' Perception of Using the Animated Movie Frozen II to Improve English Vocabulary.

a. Cognitive Aspect

The cognitive aspect is a perceptual aspect that shows a person agrees or disagrees with something that can be known from a person's knowledge, views and beliefs regarding that matter. In the interview results, questions number 1 to number 4 shows their perception of how students perceives the animated movie Frozen II as a learning media for improving English vocabulary. From the interview, it can be seen that every question received an affirmative response from the students. Accordance with the opinion of Alport et al. (2008) The cognitive aspect is an aspect that is composed of information or knowledge that a person has regarding a particular object, from this knowledge certain beliefs will be formed regarding the information object (components

related to knowledge, views and beliefs). The same thing happens with students who form their beliefs about the vocabulary they can obtain from the animated movie Frozen II. From interview data conducted by researchers with ten students, they also showed a positive response to the question of how students improve their English vocabulary by using movies. In accordance with the opinion of Irwanto (2002) as mentioned by Adhitya & Mivtahuljanah (2022), positive perception is a perception that describes all the knowledge and norms that are understood in order to provide a response that is in accordance with the object being perceived, that is, students know more English vocabulary by using the animated movie Frozen II, as one student said that in the movie it is more there are many examples of English vocabulary that can be taken, whereas there are not many in books, then in movies they can learn directly how a word is pronounced and how the word is used in a sentence directly. In the interview data, it is also known that number 4 found 3 students who showed negative perceptions. In accordance with the opinion of Irwanto (2002) as mentioned by Adhitya & Mivtahuljanah (2022), negative perception is a perception that describes all known knowledge and norms that are not in accordance with the object of attention. So the negative perception of the three students is because they think increasing their English vocabulary using the animated movie Frozen II is too fast and makes them confused. So from the discussion above it can be seen that

students like the use of the fun and enjoyable animated movie Frozen II to improving their English vocabulary, where it is easier for them to know a lot of new English vocabulary, know and understand conversations in the animated movie which makes it easier to remember English vocabulary, and help discover new English vocabulary. This is in line with Thompson's opinion (Akmala, 2011) which states that animated movies are a type of movie that involves sound, recording a series of manipulation flows on animate objects, one frame at a time. Likewise with Irifai Fcturohman et al, (2014). An animated movie is a spectacle that presents a combination of video and audio in one frame with a story background. Therefore, students feel happy if they improve their English vocabulary using animated story concepts that are interesting and not boring.

b. Affective Aspect

The affective aspect is a perceptual aspect related to a person's pleasure or displeasure with something. This aspect is related to the person's emotional feelings. Of the 5 questions mentioned number 5 to number 9. As in the statement they feel happy using the animated movie Frozen II to improve their English vocabulary, they enjoy using animated genre movies and don't feel bored, they are happy with movies equipped with subtitles compared to movies who don't use subtitles, they like to pay attention and listen to every English vocabulary in the animated movie Frozen II. In accordance with the

opinion of Alport et al. (2008), the affective aspect is an aspect that is closely related to feelings of happiness or displeasure or aspects that are related to a person's emotional feelings. The same thing happens with students who feel happy about using the Frozen II animation to improve their English vocabulary. From interview data conducted by researchers with ten students, they also showed a positive response to the question of how students felt about increasing their English vocabulary using movies. In accordance with Irwanto (2002) as mentioned by Adhitya & Mivtahuljanah (2022) opinion regarding the positive perception mentioned above, it is associated with the perception of the affective aspect that students feel happy because it makes it easier to increase their English vocabulary, such as one student who said that he used animated movies or Frozen II animations to increase his vocabulary. English is more fun and less boring. In the interview data it is also known that number 9 found 1 student who showed a negative perception. Agree with Irwanto (2002) as mentioned by Adhitya & Mivtahuljanah (2022) regarding the negative perceptions that have been mentioned. The student felt unhappy and bored because it was too monotonous if he watched the animated movie Frozen II repeatedly to improve his English vocabulary.

c. Conative Aspect

The conative aspect is a perceptual aspect where this aspect is a person's readiness to behave towards an object. Numbers 10 to 13

shows how students act in using the animated movie Frozen II as a learning media to improve English vocabulary. This is in line with the opinion of Alport et al. (2008) that the conative aspect is a person's readiness to behave towards a given stimulus object (components related to the tendency to act). The same thing happens with students who are motivated to improve their English vocabulary using the animated movie Frozen II. From the interview data conducted by researchers with the ten students, it shows that they have a lot of positive perceptions. Very much in line with the opinion of Irwanto (2002) as mentioned by Adhitya & Mivtahuljanah (2022) which has been mentioned, this shows that using the animated movie Frozen II really helps students improve their vocabulary reading skills and they become more enthusiastic and motivated to improve their English vocabulary. In the interview data it is also known that number 13 found 1 student who showed a negative perception. Agree with Irwanto (2002) as mentioned by Adhitya & Mivtahuljanah (2022) regarding the negative perceptions that have been mentioned. The student thought that when watching the animated movie Frozen II he often lost time and had difficulty understanding the English vocabulary in the movie.

2. Advantages and Disadvantages of Using the Animated Movie Frozen II to Improve English Vocabulary

Based on the findings there are 8 advantages. The second, third and fourth advantages are in line with Sihab (2022) who states that Activities for teaching and learning are more engaging and enjoyable. According to data from interviews with students, the second advantage is that using the animated movie Frozen II to increase English vocabulary is more fun. The third advantage is that using animated genre movies is more fun than non-animated movies. The fourth advantage is that improving English vocabulary is more fun using the animated movie Frozen II as a learning media and is not too monotonous. Furthermore, the fifth and sixth advantages also agree with Sihab (2022) who states that students' learning motivation grows. According to data from interviews with students, the fifth advantage is being more enthusiastic and focused on improving English vocabulary using the animated movie Frozen II. The sixth advantage is that you are more motivated to improve and re-pronounce your English vocabulary by using the animated movie Frozen II. Then the first, seventh and eighth advantages agree with Sihab (2022) which states that learning is more easily understood, making it possible to meet leading objectives. According to data from interviews with students, the first advantage is to increase English vocabulary by using the animated movie Frozen II, it does not make confused and do not play it too fast when showing the movie. The seventh advantage is that the animated movie Frozen II helps improve reading English vocabulary. The eighth advantage

is that do not feel like losing time and it is not difficult to understand how to improve English vocabulary using the animated movie Frozen II.

There are 5 disadvantages. The first disadvantages, students stated that using the animated movie Frozen II made it confusing and the movie was shown too quickly. This is in line with Arsyad (2011), as quoted in Yatimah (2014) who states that while the movie is playing the image continues to move making some students unable to get information from the video. Then, the second, third and fourth Disadvantages, Arsyad (2011), as quoted in Yatimah (2014) argued the same thing that Animated movies sometimes do not meet the needs of learning objectives, unless the video is specifically designed and produced for a specific need. Second disadvantage, students stated that they felt less happy when using the animated movie Frozen II as a learning media to improve their English vocabulary because it was too monotonous to watch repeatedly. Third disadvantage, students stated that they were less enthusiastic and not very focused when watching the animated movie Frozen II to improve their English vocabulary. Fourth disadvantage, students stated that they were not very motivated to improve and re-pronounce English vocabulary using the animated movie Frozen II. Furthermore, Fifth disadvantages, students stated that when increasing their vocabulary using the animated movie Frozen II they felt they lost time and found it difficult to understand using the movie. Agrees with Arsyad (2011), as quoted in Yatimah (2014) which states that Animated movies require a lot of time and money.