The Ninth Grade Students' Perception in Learning English Vocabularies Through Watching "Coco" Movie with Subtitle

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Abstract: Vocabulary is one of the important component should be learn by people who learns English. Movie can be an entertaining media and source for students to improve their language skills because movies represent real-life language by native speakers. The use of English movies can be different for every learners grade. This research was aimed to finding "The Ninth Grade Students' Perception In Learning English Vocabularies Through Watching Coco Movie With Subtitle. To collect the data, the researcher used instruments of questionnaire. The researcher useD Descriptive Qualitative Method with 29 respondents from Ninth grade students from SMPN 8 Jember. The data analyzed by using Prof. Dr. Sugiyono those are data reduction, data display and conclusion drawing. Based on the data those were 9 students had a positive answered. From 3 students got 100% positive answered, 3 student got 75%, 3 students got 88% positive answer. 20 students had negative perception. 16 students got 50%, 4 students got 63% for negative perception. It showed that the total percentage of negative perception level is more higher than the positive percetions. Based on the data analyze it could be concluded that the use of COCO movie with subtitle can be used for learning activity but not for the first choice. Most of the students find difficulty when watching the movie because of the English Subtitle.

Keywords: vocabulary, students perception, movie, subtitle

Introduction

Vocabulary is should be learned by people who learns English because it is the center of language. (Ashraf, Ghanei, & Salami, 2014) The center of any language is vocabulary. Learn vocabulary means learn the words of language includes phrase of two or more words which covey a particular meaning. In the process of learning English students must be able to increase their vocabulary to communicate effectively with others. Rivers and Nunan (1991) cited in (Alqahtani, 2015) It is important to learn vocabulary spoken or written, So, it could help students to express their idea and communicate with others in English. (Rohimajaya, 2021) state that vocabulary can influence listening, reading, speaking, and writing skill. As (Ismaili, 2013) say Movies are enjoyable source of entertainment and language acquisition. features of movies are mostly used for listening and speaking comprehension. Vocabulary could also be taught with the sound and images. Which make students easy to understand.

Some students face difficulties when it comes to learning vocabularies. The problems are they cannot express their ideas in English because low words memorization or students are hesitant to speak in English because they are often spoken in Indonesia and forget the vocabularies that has been studied. Teachers and learners can use media to solve the difficulties. (Cook, V., 2016) Learning a new language for languange learners can be a complex process which take of times and efforts. Second language educators have been using different kinds of resources to find the interesting media and effective way of learning the language.

One of learning media is through movie, watching movie can make learners enjoy the learning process (Albilaidi, Abdeen, & Lincoln, 2018). Movie can be an entertaining media and source for students to get improve their pronounciation skill, words, phrase or accents which is used in everyday life not only in the classes (Chen, 2023; Dizon, 2021; Hao, 2022; Kanellopoulou, 2019; Kawashima, 2018; Li, 2022; Matielo, 2018; Mulyani, 2022; Pérez-Serrano, 2021; Vadivel, 2019). Learn English through movies is real, current, beneficial and it is authentic source because movies represent real-life language by native speakers (Khoshniyat, A. S, 2014) believe that using English movies can empower English Language Learners with extensive vocabulary lists, syntax, and other language skills that enable them to improve their English.

Another previous research conducted by Syahar Nurmala Sari the tittle "Students' Perception on The Use of English Movies to Improve Vocabulary Mastery". The participants are 31 students consists of 5 male and 26 females. The research instruments in this study were interview and questionnaire. The result shows that movies are powerful learning media that can assists learners in the development of vocabulary mastery. Almost the variables of items get a positive perception based on the study at Universitas Teknokrat Indonesia, Bandar Lampung (Kim, 2020; Moses, 2023; Steinhardt, 2020; Tuspekova, 2020;

Zhou, 2021). From the students' questionnaire, the researcher concludes that students do believe that by watching English movies, especially with subtitle, can be beneficial for them in learning English (Abdo, 2023; Domingo, 2022; Spasovski, 2020; Yıldırım, 2021).

From description above, the researcher interests to take the tittle to be researched to explore the perception of young learners because the use of English movies can be different for every learners grade to develop their vocabularies mastery (Awada, 2018; Hansen, 2018; Kim, 2020; Nielsen, 2021; Raymond, 2018; Snyder, 2018; Tsai, 2022; Wright, 2018), from the explanation, the researcher conduct to a research entitled "The Ninth Grade Students' Perception in Learning English Vocabularies through Watching Coco Movie with Subtitle".

Methodology

This research uses qualitative research with the design case study and using open questionnaire to collecting the data. The questionnaire consist of 4 questions and statements, given to the to 29 students from ninth grade students of SMPN 8 Jember as a respondent in this research. Then, the data analyzed and obtain the information group of data which needs to arrange for giving the result and conclusion. It shows by Positive Perception and Negative Perception.

In this phase, the researcher draws the conclusion from the data in analysis data Interview and questionnaire, as follows:

a. Questionnaire

The researcher will ask to the students and give five questions in two indicators about the students perceptions.

Questionnaire Sheet

No.	Question and Answer
1	Bagaimana menurutmu setelah dan sebelum menonton film COCO dengan melihat teks di film tersebut?
	Jawaban :
2	Apa pendapatmu tentang film tersebut?
	Jawaban :
3	Apakah kamu belajar banyak dari film tersebut?
	Jawaban :
4	Dapatkah kamu menceritakan ulang tentang Film COCO tersebut? Ceritakan dengan bahasamu sendiri.
	Jawaban :

Negative Perception

The negative perception is the perception that describes information (known or unknown) negatively or not suitable for the perceived object.

Positive Perception

The Positive perception is the perception that positively describes all information knowledge (known or unknown). In addition, if someone has a positive perception, they will accept and support the perceived object.

Result and Discussion

After collecting the data, the researcher took the result from Negative perception and Positive perception

The researcher presented the result of data finding as seen below:

Table 4.2. The result of questionnaire sheets

NUMBER	STUDENT	Q1	Q2	Q3	Q4	TOTAL	PERCENTAGE PER INDIVIDUAL
1	Erlin Y. S	2	1	1	1	5	63%
2	Angraini P	2	1	2	1	6	75%
3	Alvarel E.P	1	1	1	2	5	63%
4	Shintya L.F	1	1	1	1	4	50%
5	Diah F.I	1	1	1	1	4	50%
6	Renatha R	1	1	1	1	4	50%
7	Hoirina A. M	2	1	2	1	6	75%
8	Eka A. A	1	1	2	2	6	75%
9	Kanzania	2	1	2	2	7	88%
10	Jayanti L.K	1	1	1	1	4	50%
11	Ella C.	2	2	2	2	8	100%
12	Jhonathan	1	1	1	1	4	50%
13	Revatina P	1	1	1	1	4	50%
14	Divia A.W.F	1	1	1	1	4	50%
15	F. Lulu N.H	1	1	1	1	4	50%
16	M Farel A	2	1	2	2	7	88%
17	S. Aji S	1	1	1	1	4	50%
18	M. Farid A	1	1	1	1	4	50%
19	Ardiyansyah K.R	2	2	2	2	8	100%
20	Wicaksono F	1	2	2	2	7	88%
21	M. Hafidul	1	1	1	1	4	50%
22	Ahmad Z.A	1	1	1	1	4	50%
23	Radifa R.A	1	1	1	1	4	50%
24	Putri A.S	1	1	1	1	4	50%
25	Dian A	2	2	2	2	8	100%
26	Thauriq A.E.P.A	1	1	1	1	4	50%
27	Stella A.P	2	1	1	1	5	63%
28	Aulia A	2	1	1	1	5	63%
29	M. Ali Alhabsi B. A	1	1	1	1	4	50%
PERCENTAGE PER QUESTION		39	33	38	37		
		67%	57%	66%	64%		

1 = Negative

2 = Positive

Percentage per Individual < 70% = Negative

Based on the data above those were 9 students had a positive answered. From 3 students got 100% positive answered, 3 student got 75%, 3 students got 88% positive answer.

the positive perception about students' after watching COCO movie can be seen in questionnaire sheet of :

> (S1) : After watching COCO movie i know some new vocabulary from this movie that i did not find in textbook, i don't think its too difficult or too easy.

> (S2) : I like the movie. The language pronounciation of the movie is easy to be understood .

It indicated that the respondents had a positive perception of watching movie with English subtitle and considered it is easy to understand. This result confirms that the effectiveness of using movies in the EFL classroom as (Ismaili, 2013) say vocabulary could also be taught with the sound and images and Movies are enjoyable source of entertainment and language acquisition.

Based on the table above, the researcher explained the data from students negative answered. Those were 20 students had an negative perception. From 16 students got 50%, 4 students got 63% for negative perception. The negative perception about students' after watching COCO movie can be seen in questionnaire sheet of :

> (S3) : After watching COCO movie i still could not understand English. It's hard for me bescause the movie use English subtitle. It's better use Indonesia Subtitle.

> (S4) : Before and After Watching The movie, i still did not find much chage. The subtitle is hard to understand but the animation picture made it easier for me to understand the movie.

> (S5) : After watching the movie i got new vocabulary but i could not tranlate all the words because it's in English.

It showed that the total percentage of negative perception level is more higher than the positive percetions. It could be concluded that most of the respondents enjoyed the movie even though the movie used English subtitle. They could not really understand the subtitle and find new vocabulary but they understand the context or the story of the movie by visual animation of the movie.

Conclusion

Based on the data analyze it could be concluded that the use of COCO movie with subtitle can be used for learning activity but not for the first choice. Most of the students find difficulty when watching the movie because of the English Subtitle.

Some students who have positive perception explain these students had experience that COCO movie is interesting media to learn English vocabulary that they could not find in textbook by watching the animation, listening the audio and read the subtitle of the movie they finding COCO movie is enjoyable media to learn the new word that never heard before.

Based on the data students negative perception it could explain those students enjoy the animation picture of the movie but did not really find new vocabulary and understand the story or the context when they were watching COCO movie because of the English subtitle text.

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