Student Perception of the Use of Animated Video in Vocabulary Junior High Scholl

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Article Info	ABSTRACT
	A long with the technology advancement, teachers have use animated video in the teaching of text. However, the discussion on how the animated video is perceived is still rarely investigated. Therefore, this study is an attempt to explore student's perception on the use animated video under multimodal approach in their vocabulary learning. To achieve the objective of this study, qualitative case study design was employed with six seven graders as the research participants in one of Junior High Schools in Garut West Java. The data were collected by using interviews and observations. The results revealed that students had the positive perception on using animated video in their vocabulary learning. They felt motivated by use of various modes of communication applied in animated videos. In addition to that, students also reported that animated video helped them remember vocabulary and how to pronounce it. It means that animated video could have students visualize the concept of learning material.

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1. INTRODUCTION

Many research has been conducted to investigate the multi-modality in teaching English vocabulary (Munawir et al., 2022) Using multi-modality for teaching English have positive impact for student achievement. According to (Munir, 2016), using multi-modality for example animation help young student to gain vocabulary in fun way. Moreover, student's perspective on using multi-modality in English classroom gain positive feedback, and most students feel less pressure when using multi-modality (Siregar et al., 2021)However, there are some challenges and problems encountered when learning through many modes, both by the teacher and the students. First, learning facility should be available for teaching when using animation as teaching media such as projector to project image. According to (Priastuti & Slamet, 2016), Stated that good learning facility and infrastructure help students to learn material better. Second, while learning some material with multi modal students get distracts from the real objectives of the study because they learn the material in fun way. According to Han and Kinzer, (2008), as cited in (Ryu & Boggs, 2016)), stated that multimodality can entertain students while learning inclass, but multimodality are not always appropriate especially for learning

instruction. In line with Han and Knizer (2008) (Al Fajri, 2018), also stated that students not focus on the real objectives of the study but rather they focus on enjoyable material rather than educational. The last, teacher not guide the students or give an instruction. This means that the teacher does not guide and explore the displayed material. According to the *Ministry of Education and Culture* defines the role of the teacher as "the person who gradually directs the learning process from beginning to end" (culmination). Furthermore, Hamzah (2007), also stated that teacher role as director should direct learning procces so objective of the study are achieved.

Multimodal-based learning in language classes involves the use of multiple modes, such as audio, visual, and text, to enhance the learning experience. Multimodality is characterized using multiple modes, modalities, or maxima in a given activity. (Merriam-Webster, 2012 cited in Tomsett, P. M., and Trott, D. C., 2014 and (Chen, 2010)). Texts and written or visual materials are described as multimodal when there is an interaction between the verbal and visual. For example, processing material by reading newspapers (visual), listening to talking books (auditory), and creating posters (kinesthetic) (Tomsett, 2011b). Another example is the process of animation movie that involving visual, picture, sound, texts and colourful for improve vocabulary skill.

Some study has been proven that using multi-modality for teaching English have positive impact for student achievement. Multi-modality can help learner to understand the material, increase attention level and improve learning performance (Gilakjani, Ismail, ahmadi 2011). According to (Munir, 2016)), using multi-modality for example animation can help young student to gain vocabulary in fun way. Moreover, student's perspective on using multi-modality in English classroom gain positive feedback, and most students feel less pressure when using multi-modality (Sartika & Tobing & Fitri, 2021; Ozkurdis & Bumen, 2018).

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. According to (Mayer & Moreno, 2002)), state that animation is a form of pictorial presentation – a definition which also refers to computer generated motion pictures showing association between drawn figures. Animation film 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)

There is a lot of research on the use of animated films as a medium for learning vocabulary. As the research conducted by Lubis, Rara Sintia (2017, (Munawir et al., 2022), (Syarifudin & Muhammad, 2018). The purpose of these study was to analyse the effectiveness of using animated films to improve students' English learning, especially in vocabulary. Overall, the researchers can conclude that the use of animated film media can improve students' vocabulary skills in the material to understand English vocabulary.

However, those studies only provided the quantitative account to the topic. In other words, those research only investigated whether the animation videos increase students vocabulary mastery or not. There are only little studies that focus on providing explanation towards students perception on using animation as a media to learning vocabulary, for that reason the writers objective study will investigate towards students perception and feedback towards this animation video as media to enhance their vocabulary, and this research will contribute to the teacher for using a new media to use in learning-teaching process, and for students to learn vocabulary mastery in a less pressure environment.

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2. LITERATURE REVIEW

Numerous studies have shown that multimodal learning can be beneficial for all students who participate in school. (Mayer & Anderson, 1992) demonstrated that learners understood how a bicycle pump worked better when the information provided included both a written text and an animation, rather than just a written text. Similarly, (Chun & Plass, 1996)demonstrated that accompanying definitions with images aided learning in a study investigating how multimedia annotations impact second language vocabulary acquisition. Because visual and verbal representations are qualitatively different and thus complementary, learners understand better when they can integrate them (Mayer 2005). (Schnotz et al., 1993) sheds more light on this question, stating that access to words and pictures may improve learning potential, but only if "the words and pictures are semantically related to each other (the coherence condition) and if they are presented closely together in space and time" (the contiguity condition). In addition, According (Jewitt, 2008). Teachers as well as curriculum designers and policymakers may employ multimodal tools (such as modal resource or modal affordance) to reflect on how image, action, and other modes feature in the classroom. Multimodality offers new ways to think about learning via a focus on meaning making as a process of design. With multimodal tools, they can better perceive classroom problems, generate astute interpretations, make important connections, and represent informed ideas in innovative, meaningful ways. (Nancy M. Bailey1 and Elizabeth M. Van Harken1, 2014). As a result, the presence of multimodal in the learning process is required to achieve the learning goals.

The term "multimodality" refers to the attention paid to meaning as it emerges from the situated configurations of image, gesture, gaze, bodily posture, sound, writing, music, speech, and other media. Image, action, and other elements are referred to as modes from a multimodal viewpoint because they are organized sets of semiotic resources that help people make sense of the world (Jewitt, 2008). Multimodal image. Students appear to reach theoretical conclusions through the use of visual pictures that may have been a foreshadowing of successful teaching strategies in the future (Bailey & Van Harken, 2014).This can be achieved as explained by (Vungthong et al., 2017). Clarification is introduced in this framework to capture elaboration relations where the image clarifies the meaning of the words by introducing a shift in generality; a specific visually constructed setting, participant, or process can support learners' understanding of more general or abstract concepts and experiences constructed verbally. Multimodal text. According to Droga & Humphrey. (2003) cited in (Wang, 2013) Multimodal texts combining both writing and visual image could relate words with images and highlight certain elements to draw viewers' attention, while the choice of thematic participants contributes to the overall sense of what a written text is about. A text is created when meaning is realised through signs. Accompanied by other artefacts, the texts in a kindergarten present a pedagogical institution in which the activities of the children are the centre of focus. These texts relate information about daily life in a kindergarten, trips, projects, games and visits. (Granly & Maagerø, 2012). Multimodal gesture. According to Kendon (2004), gesture is related to speech in terms of how they coordinate temporally and in terms of meaning. Kendon (2004b) calls for an exploration of how different uses of gesture work in relation to the uses of spoken language. The use of teacher gesturing in scientific classes for two main purposes—pointing to things in the immediate physical environment (concrete and literal gesticulation) and using gestures to communicate abstract concepts and processes—is a recurring issue in this literature (abstract and metaphorical gesticulation). Other pieces of evidence also point to the possibility that these two unique motions may represent various sorts of thought or cognitive processes. While gestural representation frequently goes along with explanatory sense-making, pointing

is frequently used to convey scientific ideas (Crowder. (1996) cited in (Oliveira et al., 2014). Multimodal audio. (Jonathan Sterne, 2003) suggests that multimodal audio is audio that involves multiple sensory modalities, including sound, text, and image, to create a more engaging and interactive listening experience. Similarly, (Moosa, 2012) defines multimodal audio as audio that combines different sensory modes such as sound, language, and music to create a more immersive and affective experience. Likewise with Multimodal music. According Green (2008). Multimodal music is music that uses different media to create a more inclusive and diverse music education curriculum. Multimodal music is music that combines different media such as sound, images, and text to create a more complex and layered experience. Beside, (Ronkin, 2013). that multimodal music has become increasingly popular in the digital age as technology has made it easier to combine different modes of expression. It can be concluded that, that multimodal music and multimodal audio can provide a more immersive, engaging, and realized experience for both performers and listeners. It can create deeper emotional connections, more nuanced emotional experiences, and can blur the boundaries between the listener and the music. It can also help create a more inclusive and diverse music education curriculum.

Animated video is a moving image that contains subject matter that can be used as a medium of learning for elementary schools because it attracts attention, is funny, and is simpler for students to imagine. Animated video objects are created from a collection of various human images, text writing, animal images, plant images, and so on that have been specifically organized to move along a predetermined route at every count of time (Arrohman & Amin, 2022)). Beside, according to Ar (2020). Ideas can be transferred through animated films. It implies that by watching an animated film, students can immediately interpret the story. Students can make a coherent sentence by phrase by using animation movies. Meanwhile, Kenny Roy, (2014) cited in (Astuti et al., 2019) explained that the characteristics of the animation movie should not be more than forty minutes because, in the movie, the main focus is in introducing the characteristics. In addition, animated videos typically feature engaging, colorful characters and environments that have been catching the attention of students and extending their ability to concentrate (Ridha et al., 2022).

According to (Preston, 1994). Discusses the importance of exaggeration in animation, which allows animators to create more expressive and engaging characters. Exaggeration can be used to emphasize actions, emotions, or physical features. According to Ploetzner and Lowe (2012) cited in (Ploetzner et al., 2020) in order to be considered ananimation, an external representation has to possess the following characteristics: (a) it is visual, (b) it triggers the perception of continu-ous change—at least for some period of time, (c) it is made up of mod-elled entities, and (d) it merely visualizes the displayed changes.

According to Munir (2013), animated characters have evolved from simple principles to several types of animation.

2D Animation (2 Dimensional)/ Flat Animation

Flat animation is two-dimensional or dual-dimensional animation. The evolution of two-dimensional animation in the form of cartoon films is quite revolutionary. Cartoon is derived from the word Cartoon, which means a funny picture. As a result, cartoons are mostly amusing films. Like Tom and Jerry, Scooby Doo, Doraemon, and so on.

3D Animation (3 Dimensional)

3D animation is a progression from 2D animation (two-dimensional). The characters depicted in 3D animation appear lifelike and real, closely resembling the original human form. Consider the movie Toy Story.

Stop Motion Animation

This animation is known as clay mation because the object to be moved is made of clay. Stuart Blakton was the first to use this technique in 1906. Plasticin, a pliable material similar to chewing gum, is used in this animation. Clay's characters are created using a special frame for his body frame. Then, in the photo, one movement at a time. The photos are combined to create images that move like those seen in movies.

Japanese Animation (Anime)

Anime is a term used to describe Japanese animated films. Characters in anime differ from those in European animation. Anime employs hand-drawn characters and backgrounds with the assistance of a computer.

Animated GIF

GIF animation is a straightforward animation technique that employs fundamental animation principles in the form of interconnected images.

This means that by watching animated films, students can interpret the story directly and can help students be interested in the material provided and motivate students in the learning process. (Bersama, 2021)

Multi-modal has been investigated for its effectiveness on teaching vocabulary by previous study to search if multi-modality has an effect for students vocabulary. Yongmei (2016). Stated that The results indicate that multimodality could boost students' autonomous listening significantly and improve their comprehension, as well as multiliteracy capacity. Furthermore, Rigas and Alharbi. (2015) also stated that the multimodal increased students ability in remembering new vocabulary and their understanding about new word. Similarly, (Munawir et al., 2022). Based on research data and analysis, the authors came to the conclusion that using animated videos as a teaching tool increased vocabulary in the second year of MTs As'adiyah Putri 1 Sengkang.

3. METHOD

3.1 Research Design

In conducting the study, researchers use the case study design method, because this method is in line with the purpose of the study, which is to find out students' perceptions of a particular teaching in depth. According to (Creswell, J. W., & Poth, 2007), a case study is research that explores a bound system or a case (or it could be several cases) that occurred over a certain period of time through the collection of in-depth and detailed data from various sources of information that can be trusted the truth of the testimony. Information collection in case studies according to Creswell can be done by conducting interviews with informants, direct field observations, as well as various pre-existing documents and reports and audiovisual materials.

3.2 Research Site & Participant

The State Junior High School was chosen as the research location for several reasons. First, the school is made up of students from diverse backgrounds; socioeconomic status. In addition, the school has used the latest curriculum, namely "Curriculum Merdeka". In the Merdeka curriculum, learning using animated videos must be applied to students. Second, teachers or teachers at the destination have been selected as independent national teachers who are considered proficient in the use of technology as a learning medium. Third, thirty-seven students acted as participants in this study through purposive sampling. Generally, they have the same background as students. However, they have different exposure to English. Some of them often use English on social media, while others have minimal space to develop their English. They were selected as participants because their class had used animated films as a learning medium. As a result, the locations and participants involved here are consistent with the study's goal, which is to gather information about students' perceptions of English learning through animated videos.

3.3 Data Collection

There are several instruments that researchers use to obtain data that will be presented in several sections.

- Observation

One of the most common methods used in qualitative research is observation. (Robert & Brown, 2004) defines observation "as the process of gathering open-ended, firsthand information by observing people and places at a research site". In addition, Wahyuni (2012) states that observation provides better understanding and enrich our knowledge of current event or phenomena. In this study, the researcher conducted non-participant observation to build natural classroom activities.

According to (Robert & Brown, 2004), non-participant observer is watching and recording the situation under study without any involvements with the participants or current setting. Therefore, the researcher conducted non-participant observation to build natural classroom activities. During the observations, the researcher attempted to record the situation implementation of animated films in the teaching and learning process. There are two instruments used by researchers to record the implementation of this activity, namely field notes and video recordings.

- Interview

To gather more understanding about the objective of the study, researchers conducted interviews with students. The interview contains a description of students' assumptions or perceptions related to the learning process through animated videos. Furthermore, (Robert & Brown, 2004) argues that Interviews provide more opportunities for researchers to get detailed information that cannot be gathered from observation.

In this study, researchers used semi-structured interviews, where semi-structured interviews are more in-depth, broad, and open. Semi-structured interview is a type of interview in the category of in-depth interview. In the implementation of semi-structured interviews, the implementation is freer when compared to structured interviews. The purpose of a semi-structured interview is to find problems more openly, where the interviewee is asked for their

opinions and ideas. In interviews, researchers need to listen carefully and record what the informant says.

3.4. Data Analysis

Data analysis is an ongoing process that requires continuous reflection on the data, asking analytical questions, and writing short notes throughout the research (Robert & Brown, 2004)The steps taken in data analysis are processing and preparing data for analysis. This step involves interview transcripts, videos from the subject, as well as the results of observations that have been made. The second step is coding the interview transcript and making a resume so that it is easy to see the facts found.

4. FINDINGS AND DISCUSSION
Research findings and discussion of this study are presented in this section.

Results
Knowledge
The data of this study shows that students know about what video animation is, students mention that this media is in the form of videos in which there are cartoons.
Eg.Students: *"Menggunakan video".*

This shows that animated video is defined as a form of pictorial presentation or moving images displayed through video.

In addition, regarding the types of animation videos, some students only know the types of 3D animation, overall students do not know the types of animation and only know that animation is in the form of videos.
Eg. Students: *"3 dimensi".*
       "Kartun".

As for the function of learning through animated videos, most students argue that learning through this media students become aware of how to pronounce a word correctly, increase vocabulary, and make it easier for students to understand the material.
Eg. Students: *"Kita bisa mengetahui cara pelafalan suatu kata".*
       "Bisa meningkatkan vocabulary dan mudah dipahami".

Experience

Students mentioned that their experience learning using this medium made them more enthusiastic about learning because they found it very helpful in terms of understanding the material and pronunciation of a word. In addition, their English skills either in writing or orally become more improved. Eg. The material is applied in everyday life.

Eg. Students: *"Lebih seru dan semangat".*
       "Membantu, karena dijelaskannya secara rinci dan dapat mengetahui cara pelafalannya".
       " kita bisa mengetahui cara pelafalannya, misalnya does di tulisnya 'does' di baca 'does' jadi kita bisa tahu pelafalannya ".
       " Setelah menonton video animasi, langsung dicontohkan kembali lalu digunakan dalam kehidupan sehari-hari "
Students mention that they learn at least 2 times a week using video animation. As for the type of material they have studied is about animals and profesions.
Eg. Students: *" Tentang pekerjaan"*

"Menjelaskan tentang hewan"

Opinion

According to the perception of the students, they are very happy to learn English using animated videos; learning becomes passionate and not boring. They also mentioned that this media is very good to use in learning, especially English material, because they are helped in terms of pronunciation as well as the material being studied becomes easy to understand.

Eg. Students: *"bagus, karena penjelasannya lebih rinci dan mudah dipahami"*

"bagus, supaya semangat karena pembelajaran di kelas membosankan atau ngantuk tetapi kalau menggunakan video animasi lebih menyenangkan"

"menunjang pembelajaran, karena lebih mudah memahami pelajaran"

So it can be concluded that students' perception of the use of video animation in learning has a positive impact on them, especially in English lessons; vocabulary.

Discussion

Knowledge

Based on the findings above, the researcher found that two points in students' perception on using animated video for vocabulary learning. The first, animated video is a learning medium in the form of video and there are pictures in it. This is in line with the opinion (Munawir et al., 2022) that animation is a form of pictorial presentation – a definition which also refers to computer generated motion pictures showing association between drawn figures. The second, students argue that animated videos help them in the pronunciation of a word. According to (Wahyuni & Pratiwi, 2022)), animated learning videos like movies, cartoons, and video games can serve as a very authentic model or true example to help students learn how to pronounce words correctly as they imitate the characters. The pupils can learn the proper pronunciation by mimicking the video, especially when reading words that may sound similar in their own tongue. In addition, other students argue that this media helps them to improve vocabulary and makes it easier for them to understand the material. An animated learning film is a useful method to introduce and advance students' vocabulary understanding, according to Wahyuni & Pratiwi (2021). It is an excellent and captivating medium for enhancing students' vocabulary understanding in English. In other words, students can use the media as a reliable source to validate or check their inaccurate pronunciation. So, judging from the multimodal function (making meaning) students are able to understand the function of learning to use multimodal; animated video that can be proven by the student's perception.

Experience

The use of animated video media helps increase student motivation in learning. This can be seen from the positive attitude shown by students' perceptions. Based on the results of the interviews, students claimed that the videos were very engaging and that their enthusiasm for studying made it easier for them to comprehend the subject matter. The audiovisual component of the movie will demonstrate a very major role in inspiring students to learn and enhancing the learning environment. The video's interactive elements may pique students' interest to the point where they participate, such as by answering a single quiz question or task. It demonstrates how animated learning videos may be used to improve students' speaking skills since they are interesting to students and give them worthwhile and fun assignments (Wahyuni & Tantri, 2020), (Sensing, 2016).

Opinion

As for students' views on this media, students like to learn using video animation; Learning becomes a passion and not boring. According to research done by (Umaroh & Nuswantoro, 2019) on interactive speaking class using animated video, the results obtained show that 85% of students are very interested in the material presented, do not feel bored and monotonous, and the class is more interactive because it does not seem awkwardly.

5. CONCLUSION

This study aims to explore students' perceptions of the use of animated videos in learning vocabulary at the junior high school level. Students report that their animated videos support learning because they are easier to understand and provide enthusiasm for learning. This is because animated videos can increase students' interest and engagement and help them understand vocabulary in a more real context. Therefore, every teacher must be able to teach animated videos meaningfully so that students can interpret images and text in learning.

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