THE STUDENTS' AUDIO AND VIDEO PERCEPTIONS ON THE USE OF DISNEY MOVIES AS THE LEARNING MEDIA IN WRITING NARRATIVE TEXT

THESIS

By:

Ana Atiqotus Sangadah

NIM.19180021

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM

MALANG

JUNE, 2023

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Compiled to partially fulfill the requirements for an English Teacher Degree (S.Pd) at the English Education Department at UIN Maulana Malik Ibrahim Malang

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MALANG

JUNE, 2023

STATEMENT AUTHORSHIP

Bismillahirrahmanirrahim,

Here with, I:

Name : Ana Atiqotus Sangadah

Students ID Number :19180021

Department : English Education

Address : Sarwadadi Rt 03/04, Kawunganten, Cilacap, Central Java, 53253

Declare that:

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Malang, June 13th, 2023

The Researcher,

Ana Atiqotus Sangadah
NIM. 19180021

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APPROVAL SHEET

THE STUDENTS' AUDIO AND VIDEO PERCEPTIONS ON THE USE OF DISNEY MOVIES AS THE LEARNING MEDIA IN WRITING NARRATIVE TEXT.

THESIS

By:

Ana Atiqotus Sangadah

19180021

Has been approved by the advisor for further approval by the board of examiners

Advisor,

Ima Mutholli'atil Badriyah, M.Pd

NIP.19831217201802012155

Acknowledge by,

Head of English Education Department,

Dr. H. Langgeng Budianto, M.Pd

NIP.197110142003121001

LEGIMITATION SHEET

THE STUDENTS' AUDIO AND VIDEO PERCEPTIONS ON THE USE OF DISNEY MOVIES AS THE LEARNING MEDIA IN WRITING NARRATIVE TEXT

THESIS

By:

Ana Atiqotus Sangadah (19180021)

Has been defended in front of the board examiners at the date of June 27th, 2023

and declared PASSED

Accepted as the requirement for the Degree of English Language Teaching (S.Pd.)

in the English Education Department, Faculty of Education and Teacher Training

The Board of Examiners   Signatures

1. **Rendhi Fatrisna Yuniar, M.Pd**   (Chairman)
   NIP.199406182020121003

2. **Ima Mutholli atil Badriyah, M.Pd**   (Secretary/Advisor)
   NIP. 19831217201802012155

3. **Dr. Alam Aji Putera, M.Pd**   (Main Examiner)
   NIP.19890421201802011153

Approved by:

The Dean of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islamic University of Malang,

Prof. Dr. H. Nur Ali, M.Pd.
NIP.19650403 199803 1 002

THE OFFICIAL ADVISORS' NOTE

Ima Mutholliatil Badriyah, M.Pd.

Lecturer of Faculty of Educational and Teacher Training

Maulana Malik Ibrahim State Islamic University, Malang

THE OFFICIAL ADVISOR' NOTE

Page   : Thesis of Ana Atiqotus Sangadah   Malang, June 15th, 2023

Appendix   : 4 (Four) Copies

The Honorable,

To the Dean of Faculty of Education and Teacher Training

Maulana Malik Ibrahim State Islam University, Malang

In

Malang

Assalamua'alaikum Wr. Wb.

After conducting several times of guidance in terms of content, language, writing, techniques, and after reading the students' thesis as follow:

Name   : Ana Atiqotus Sangadah

Student ID Number   : 19180021

Department   : English Education

Thesis   : The Students' Audio and Video Perceptions on The Use of Disney Movies as The Learning Media in Writing Narrative Text.

Therefore, we believe that thesis of Ana Atiqotus Sangadah has been approved by the advisor for further approval by the board of examiners.

Wassalamualaikum Wr.Wb.

Advisor,

Ima Mutholliatil Badriyah, M.Pd
NIP. 19831217201802012155

APPROVAL

This is to certify that the advisor has approved the thesis of Ana Atiqotus Sangadah for further approval by the board examiners.

Malang, June 15th, 2023

Advisor,

Ima Mutholliatil Badriyah, M.Pd

NIP. 19831217201802012155

MOTTO

Believe that everything that happens in our life is the best plan and destiny that God has prepared for us, and believe that God will always be with us even though everyone in this world leaves us.

Percayalah segala sesuatu yang terjadi dalam hidup kita adalah sebaik-baiknya rencana dan takdir yang telah tuhan persiapkan untuk kita, dan percayalah tuhan akan selalu bersama kita meskipun semua orang didunia ini meninggalkan kita.

Ana

DEDICATION

This thesis is sincerely committed to:

My adored and extraordinary parents (Mr. Mustofa & Mrs.Marsidah)

My adoredsister and brother (Zihaul A'yuni, Kenzie Khorun Niswa, and M. Faiq

Muqtafa)

My Big Family

All of my friends

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In the name of Allah, the Most Beneficent, the Most Merciful.

All glory be to Allah, the Almighty God, for giving her the fortitude, health, and will to finish her thesis as her last academic project. Salutations and peace be upon the Prophet Muhammad, who has illuminated the world and paved the way for humanity.

This thesis is written as one of the requirements for getting the S. Pd. In English Education degree. While writing my thesis, several people were helpful and encouraging. The writer would like to express her gratitude to her loving father, Mr. Mustofa, for his unending love and support, as well as to her loving mother, Mrs. Marsidah, for their incredible love and kindness at this time. After that, the writer would like to express her gratitude, debt of gratitude, and appreciation to her adviser, Ima Mutholliatil Badriyah M.Pd, for patiently providing her with the most helpful guidance and assistance in writing this thesis. The author would like to extend her deepest appreciation, thanks to:

1. Prof. Dr. H. M. Zainuddin, MA., as the Rector of Maulana Malik Ibrahim State Islamic University of Malang.
2. Prof. Dr. H. Nur Ali M. Pd., as the Dean of the Faculty of Education and Teacher Training.
3. Dr. H. Langgeng Budianto, M. Pd., as the Head of the Department of English Education, and Dr. Alam Aji Putera, M. Pd., as the Secretary of the Department of English Education.
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8. Her siblings, Zihaul A'yuni, Kenzie Khoirun Niswa and M. Faiq Muqtafa, for their affections and support.
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11. Her friends in the Department of English Education.

12. All of students in eight-grade of SMP Integral Ar-rohmah

13. Everyone who has assisted her throughout her academic career (she cannot mention them one by one). May Allah blesses them all.

Last but not least, the author admits that this thesis is still far from perfect. There are errors in this thesis that belong to the writers, notwithstanding the help that the others listed offered. She is therefore open to recommendations to make her writing better.

<div align="right">

Malang, June 13th, 2023

The Researcher,

Ana Atiqotus Sangadah
NIM. 19180021

</div>

TRANSLITERATION GUIDELINES

Arab-Latin transliteration writing in this thesis used transliteration guidelines based on the decision with the Indonesian Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b / u / 1987 which in an outlines can be described as follows:

A. Alphabet

ا	=	A	ز	=	Z	ق	=	Q
ب	=	B	س	=	S	ك	=	K
ت	=	T	ش	=	Sy	ل	=	L
ث	=	Ts	ص	=	Sh	م	=	M
ج	=	J	ض	=	Dl	ن	=	N
ح	=	H	ط	=	Th	و	=	W
خ	=	Kh	ظ	=	Zh	ه	=	H
د	=	D	ع	=	`	ة	=	,
ذ	=	Dz	غ	=	Gh	ي	=	Y
ر	=	R	ف	=	F			

Long Vowel

Long Vocal (a) = â

Long Vocal (i) = î

Long Vocal (u) = û

Diphthong Vowel

اَو = Aw

اَي = Ay

أو = û

اَي = î

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LIST OF ABBREVIATION

NEA	: The National Education Association
SMP	: Sekolah Menengah Pertama
SMA	: Sekolah Menengah Atas
SA	: Strongly Agree
A	: Agree
N	: Neutral
DA	: Disagree
SDA	: Strongly Disagre
P	: Percentage
F	: Frequency
N	: The Number of Sample

ABSTRAK

Sangadah, Ana Atiqotus. 2023. Persepsi siswa terhadap Audio dan Video dalam Penggunaan Film Disney sebagai Media Pembelajaran dalam Menulis Teks Narrative. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan.Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing Ima Mutholli'atil Badriyah, M.Pd.

Kata Kunci: Persepsi, Disney Movies, Narrative Text

Penelitian ini berangkat dari fenomena pembelajaran berbasis movie yang telah diterapkan oleh salah satu guru bahasa inggris di SMP Integral Ar-Rohmah Malang. Selain itu, guru juga berpendapat bahwa film Disney memiliki dampak positif terhadap perkembangan menulis belajar siswa. Tujuan dari penelitian ini adalah untuk menjelaskan persepsi siswa kelas 8 SMP Integral Ar-Rohmah terhadap audio dan video yang terkandung dalam film Disney sebagai media pembelajaran menulis teks *narrative*.

Rumusan masalah dalam penelitian ini, yaitu: 1) Bagaimana persepsi siswa terhadap audio dan video dalam penggunaan film Disney dalam pembelajaran menulis teks Narrative?. 2) Apa masalah siswa terkait penggunaan film Disney sebagai media pembelajaran dalam menulis teks Narrative? 3) Bagaimana upaya siswa dalam memecahkan masalah penggunaan film Disney sebagai media pembelajaran menulis teks Narrative?. Penelitian ini menggunakan metode campuran (mix method) antara kuantitatif dan kualitatif dan menggunakan pendekatan studi kasus. Subjek penelitian ini adalah kelas 8 B SMP Integral Ar-Rohmah dengan 27 siswa tahun akademik 2022/2023. Teknik pengumpulan data yang digunakan adalah angket dan wawancara. Kemudian data dianalisis secara kualitatif dengan teori interaktif yang dikembangkan oleh Milles and Huberman's dengan langkah-langkah; mereduksi data, menampilkan data dan penarikan kesimpulkan.

Hasil penelitian ini menunjukkan; 1) Siswa kelas 8 B SMP Integral Ar-Rohmah menerimamedia dan memberikan respon positif yang terhadap penggunaan disney movies sebagai media pembelajaran. Siswa menyatakan bahwa film Disney cocok digunakan sebagai media pembelajaran narrative text. Mereka juga mengklaim bahwa film Disney membantu mereka memahami narrative subject dan kosa kata yang belum diketahui dengan mudah. Selain itu, film disney menyenangkan karena mencegah mereka dari rasa bosan saat pembelajaran berlangsung. Terlebih mereka juga menyatakan bahwa film Disney meningkatkan antusias belajar dan meningkatkan kemampuan menulis mereka. 2) Ada beberapa masalah yang dihadapi siswa dalam proses pembelajaran menggunakan film Disney diantaranya: kurangnya pengetahuan kosa kata dan kesulitan dalam memahami dialog para *native speaker* dalam film Disney. 3) Upaya siswa dalam menyelesaikan masalah- masalah tersebut adalah dengan bertanya kepada guru atau teman dan membuka kamus untuk mencari kosa kata yang belum diketahui.

ABSTRACT

Sangadah, Ana Atiqotus. 2023. The Students' Audio and Video Perceptions On The Use Of Disney Movies As The Learning Media In Writing Narrative Text. Undergraduate Thesis of English Education Department at the Faculty of Education and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor, Ima Mutholli'atil Badriyah, M.Pd.

Keywords: Perception, Disney Movies, Narrative Text

This research departs from the phenomenon of movie-based learning that has been implemented by an English teacher at SMP Integral Ar-Rohmah Malang. The teacher stated that Disney movies have a positive impact on the development of students' writing. The purpose of this research is to expalin the perceptions of 8th-grade students of SMP Integral Ar-Rohmah towards the audio and video contained in Disney movies as learning media in writing narrative texts.

The formulation of the problems in this study, namely: How are the students' audio and video perceptions on the use of Disney movies in learning writing Narrative text? 2) What are students' problems regarding the use of Disney movies as a learning media in writing Narrative text? 3) What are the students' efforts in solving the problems regarding the use of Disney movies as a learning media in writing Narrative text? This study used mix method between qualitative and quantitative methods and it used a case study. The subject of this study was B class of 8th grade at SMP Integral Ar-Rohmah with 27 students in the 2022/2023 academic year. Questionnaire and interview were used as data collection technique.. Then the data were analyzed qualitatively with the interactive theory developed by Milles and Huberman with the steps; data reduction, data display, and conclusion drawing.

The finding of this study indicated; 1) The class 8th B students of SMP Integral Ar-Rohmah accepted the media and gave positive response or perception towards the use of Disney movies as learning media. Students stated that Disney movies were suitable as a media for teaching narrative text. They also claimed that Disney movies helped them understand narrative subjects and vocabulary that they don't know easily. In addition, Disney movies are fun because they prevent them from feeling bored while learning activities. Moreover, they also stated that Disney movies increased their enthusiasm for learning and improved their writing skills. 2) There are several problems faced by students in the learning process using Disney movies including: lack of knowledge of vocabulary and difficulties in understanding the dialogues of native speakers in Disney movies. 3) The students' efforts to solve these problems are by asking the teacher or friends and opening the dictionary to look for unknown vocabulary.

ملخص البحث

السعادة ، أنا عتيقة. 2023. تصورات الطلاب عن الصوت والفيديو في استخدام أفلام ديزني كوسائط تعليمية في كتابة نصوص روائية. أُطرُوحَة. قسم اللغة الإنجليزية تادريس. كلية التربية وتدريب المعلمين ، الجامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. المشرف إيما موثليعاتيل بدرية، M.Pd.

الكلمات المفتحية: النظر، أفلام ديزني ، نص سردي

ينطلق هذا البحث من ظاهرة التعلم المستند إلى الأفلام التي نفذها مدرس اللغة الإنجليزية في مدرسة SMP Integral Ar– Rohmah.بالإضافة إلى ذلك ، يعتقد المعلم أيضًا أن أفلام ديزني لها تأثير إيجابي على تطوير كتابة الطلاب. الغرض من هذا البحث هو وصف تصورات طلاب الصف الثامن SMP Integral Ar-Rohmah بجاه الصوت والفيديو الموجود في أفلام ديزني كوسيلة لتعلم كتابة النصوص السردية.

صياغة المشكلة في هذه الدراسة وهي: 1) كيف هي تصورات الطلاب بالصوت والصورة في استخدام أفلام ديزني في تعلم كتابة النصوص السردية ؟. 2) ما هي مشكلات الطلاب المتعلقة باستخدام أفلام ديزني كوسيلة تعليمية في كتابة النصوص الروائية ؟. 3) ما هي جهود الطلاب في حل مشكلة استخدام أفلام ديزني كوسيلة لتعلم كتابة نصوص روائية؟ تستخدم هذه الدراسة طريقة مختلطة {*mix method*} بين*quantitative*و*qualitative* وتستخدم نهج دراسة الحالة. كان موضوع هذه الدراسة هو الصف الثامن ب من SMP Integral Ar-Rohmah مع 27 طالبًا للعام الدراسي 2023/2022. تقنيات جمع البيانات المستخدمة هي الاستبيانات والمقابلات. ثم تم تحليل البيانات نوعيًا باستخدام النظرية التفاعلية التي طورها Milles و Huberman مع الخطوات ؛ تقليل البيانات وعرض البيانات واستخلاص النتائج.

تظهر نتائج هذه الدراسة ؛ 1) يتضح هذا من خلال الاستجابة الإيجابية التي قدمها طلاب الصف الثامن ب من SMP Integral Ar-Rohmah بجاه استخدام أفلام ديزني كوسائط تعليمية. ذكر الطلاب أن أفلام ديزني كانت مناسبة كوسيلة لتدريس النص السردي. يزعمون أيضًا أن أفلام ديزني تساعدهم على فهم الموضوعات السردية والمفردات التي لا يعرفوها بسهولة. إلى جانب ذلك ، فإن أفلام ديزني ممتعة لأنها تمنعهم من الشعور بالملل أثناء التعلم. علاوة على ذلك ، ذكروا أيضًا أن أفلام ديزني زادت من حماسهم للتعلم وحسنت مهاراتهم في الكتابة. 2) هناك العديد من المشاكل التي يواجهها الطلاب في عملية التعلم باستخدام أفلام ديزني منها: قلة المعرفة بالمفردات وصعوبات في فهم حوارات المتحدثين الأصليين في أفلام ديزني. 3) إن جهود الطلاب لحل هذه المشكلات تتم من خلال سؤال المعلم أو الأصدقاء وفتح القاموس للبحث عن مفردات غير معروفة.

CHAPTER 1

INTRODUCTION

In this chapter, the researcher covers numerous topics relevant to this research. These topics cover background of the study, research questions, research objectives, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

English is an international language used by most countries in the world as an essential medium of communication with other countries. English also has a significant impact on the advancement of technology and competition in a variety of spheres of life. Seeing this, humans are required to master English as a way to survive, compete and develop in this modern era. As stated by the Regulation of the Minister of National Education number 22 of 2006, Indonesia recognizes the importance of learning English and has included it as one of the courses in the curriculum (Faridatuunnisa, 2020). There are four skills that have to be mastered by students in learning a language, including the ability to write, read, speak, and listen. The four skills are interrelated and cannot be separated.

Writing is important for a student to do in seeking knowledge. As Imam Syafi'i has said, one of the education figures of muslim in his quote as follows**:**

<div dir="rtl">

العِلْمُ صَيْدٌ وَ الْكِتَابَةُ قَيْدُهُ

</div>

Imam Syafi'i said: "*Knowledge is like a hunted animal while writing is the rope.*"…

The quote above explains that knowledge is something that needs to be sought and fought for, while to maintain this knowledge is to write it down. Meanwhile, Allah has ordered his servant to write as stated in Surah Al-Alaq verses 3-4 as follows:

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ **(3)** الَّذِي عَلَّمَ بِالْقَلَمِ **(4)** عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ **(5)**

(3). Read: And thy Lord is the Most Bounteous, (4). He who taught (the use of) the pen, (5). Taught man that which he know not" [From Allah].

These verses both give the instruction in writing and describe the benefits of writing. Beside, in *Tafsir Jalalain* book written by *Jaluluddin Al- Mahalli* and *Jalaluddin As-Suyuthi* as figure of muslim, surah Al Alaq verses 3-5 explains that your Lord (Allah) is the most gracious and nothing can match Him. He taught humans to write with a pen and taught what they did not know. In addition, the word "*bil qolam*" means that Allah teaches humans by pen (as a figurative language). Referring to the explanation above, it can be inferred that writing is an important skill that must be mastered by people. By writing, someone can spread or maintain the knowledge they have.

Writing is one of the basic communication skills in learning language. Writing is a process of communicating among humans and carrying out physical actions to express a few words or ideas to a media, and simultaneously human mentality works to find ideas, express them in words and assemble them into sentences and paragraphs (Maman Suryaman, Abdul Qodil Al-Baekani, 2022). In curriculum 2013, the government put a high emphasis on writing skill for junior high school (SMP) and Senior High School (SMA). Students are supposed to be able to write some genres in writing skill.

Narrative text is one of the genres that has to be learnt by students and it is commonly used in the basic of learning text. Relawati et al., n.d.(2014) stated that a narrative is an orderly sequence of important events. The sequence is based on the occurrence of events and is arranged from the first event to the end along with the chronology in an orderly manner. In line with that, narrative text is a text that has problematic events which start from conflict-climax to find out a resolution and it has a social function to entertain or amuse the audience (Aderson.M, 1997).

In fact, writing narrative material is typically challenging for most students. Some of them struggled to write clearly, develop ideas, and express themselves in their writing using suitable syntax and terminology (Aziz & Fathiyyaturrizqi, 2017). Furthermore, some students also have a low understanding of narrative text. In line with Nurizmawati et al., (2015) stated that the students still have low ability in understanding the factual information and drawing moral value in writing narrative text. In addition, students' motivation and enthusiasm in learning affect students writing skill in learning process. There are various problems arise in the teaching and learning writing process as follows: The first is low interest and motivation in learning writing. The second is students feeling bored with the media used such as textbooks. The third is students find difficulties to get inspiration in their writing because of minimal knowledge (Annisa pratiwi, Fauzi Miftakh, 2016). Therefore appropriate media is needed to solve those problems.

The utilization of learning media in the teaching and learning process is crucial. For teachers, learning media can help them in conveying material and providing understanding to students. While for students, media can help them to learn and understand the lesson easily. In other words, the use of appropriate

media can help the learning process run effectively and assist students to achieve learning objectives. In line with that, utilizing media can motivate students and explain or illustrate the content or material effectively (Lele, 2021).

In this digital era, teachers use various media in teaching writing to train and increase students' ability in writing skills. Many kinds of media have been used by teachers to help students in learning activities such as pictures, videos, newspapers, movies, and others. As reported by Br Simamora & Oktaviani (2020), one of the effective media to encourage language students to improve students' skills is learning through movie. Movie is an animation that contains sound and color in graphical form to catch and hold students' attention.

Movie can attract students' attention in learning because it displays certain language and culture. According to Doghonadze et al., (2019), movies are believed to be able to equip students in learning language and culture. Besides that, the implementation of movies in learning can attract students' attention, provide vocabulary learning, can help students to gather interesting ideas in writing, and can improve critical and analytical thinking. In line with that, Br Simamora & Oktaviani (2020) said that watching movies increases students interest in learning English, which can also help students develop their listening skills and learn new vocabulary and expressions from the movies.

Disney movie is one of the movies that are suitable for the use as a media in the teaching and learning writing process. In accordance with that, Disney movies can be confirmed as a media that is fun and effective in increasing student learning motivation and creating a more enjoyable class in the teaching and learning process. It is because students like pictures, especially in audio-visual

form. Disney movie is an illustration of photos or pictures in a sequential frame that moves naturally on the screen produced by Disney studio (Mubarokah, Zulfatul. Indiarti,2022)**.** Similarly Nur (2019) explained that Disney movies produce fantasy story. Fantasy is unrealistic or improbable situation in our lives. Moreover, it personifies inanimate objects or animals can talk and think like Toys Story and Finding Nemo movie. Watching Disney movies can affect students' action and behavior as well as how they receive the messages conveyed. In Disney movies that contain "Heroes" will give positive behavior, while "Criminals" will give negative behavior and this really affects the way students do (Nada, 2015)

SMP Integral Ar-Rohmah is a school that applies Disney movies as learning media in writing narrative text. In teaching narrative text, the English teacher used discovery learning as the model of learning and used scientific approach that combined with TPACK (Technological Pedagogical Content Knowledge). Then in implementing the media, the teacher followed the procedure proposed by Nurizmawati et al., (2015) namely pre-activity, whilst-activity, and post-activity. In the pre-activity the teacher determined and adapted the genre of the movies to the needs of students, such Beauty and The Beast, Finding Nemo, Zootopia, Finding Dori, and others. Then he plays Disney movies during the learning writing process. During watching the movie (whilst-activity), the students write down unfamiliar vocabulary and take notes important points. Then in the post-activity the students write a narrative text by retelling the story from the movie that has been played. Based on an interview session with the eighth-grade English teacher, Disney movies can attract students' attention and increase students' motivation and

interest in learning writing narrative texts. Additionally, it improves students' writing performance.

Referring to the explanation above, it is conceptually clear that using Disney movies in the teaching and learning activities is an effective way. But how do the students feel about the media that the teacher uses to support the learning? Do the students comprehend the lesson more clearly and more easily? Is the media that used appropriate for the lesson? What is students' perception on the use of the media? Some students may think that the media is good, useful, interesting, and attractive. Meanwhile, some students think that the media is not good, useless, bored, and not attractive for their learning. Furthermore, this has (referring to the question above) never been studied in this school. Therefore, the researcher is interested in investigating and analyzing how is the students' perception of using Disney movies as the learning media in writing narrative texts.

Numerous studies have been conducted concerning on the use of Disney movies as learning media in writing narrative text. The first study was conducted by Mubarokah, Zulfatul. Indiarti (2022) entitled "Teachers' Perception on the Use of Disney Movies as English Language Teaching Media for Young Learners". The study aimed at explaining teachers' perceptions of the use of the Disney Movie Frozen II in teaching English. The finding of the research explained that the Disney movie frozen II is recommended as ETL media in teaching listening skills since still fulfills, the criteria of media namely attentive, affective, cognitive, and compensatory functions. It also increases students' enthusiasm, makes the lesson clearer, and avoids students' boredom.

In line with that, the study was conducted by Tarigan (2021) entitled "Improving Students' Ability in Writing Narrative Text by Using Walt Disney Movie Trailer". The study explained that there are significant differences in students' scores in cycle 1 and cycle 2. Then during the activity, most of the students are enthusiastic and interested in the classroom. Based on the explanation the study found that Disney movies students increase their writing ability and their motivation in learning writing. In addition, the students gave positive responses on it.

The following study entitled "The Effect of COCO Movie towards Students Writing of Narrative Texts" has been carried out by Sumiatik (2021). This study aimed to prove COCO movie is effective in teaching the writing of narrative texts. The results show a statistically significant difference in scores between the pre- and post-tests. The mean post-test score was 78.38, which was higher than the pre-test score. Based on the aforementioned information, the study discovered that the COCO movie helped students at the SMP Al-Madinah Islamic Center KKMB Tangerang Selatan to write narrative texts more effectively.

Similar to others, the study was conducted by Albiladi et al., (2018) entitled "Learning English through Movies: Adult English Language Learners' Perceptions". The findings indicated that using Disney movies to teach English has a positive impact on students' proficiency in speaking, listening, reading, writing, and vocabulary. Additionally, Disney movies can aid students in broadening their cultural awareness.

The last study entitled "Students' Perception of Using Animation Video In Teaching Listening of Narrative Text" was carried out by Rahayu (2018). This

study aimed to know and describe students' perception of tenth grade of Madrasah Aliyah Negeri 4 Jakarta towards animation video as media in teaching listening skill of narrative text. The finding demonstrated that students responded well to the usage of animated videos as instructional materials and that these videos helped them learn more effectively.

The five studies above examined the use of Disney movies as learning media, but no one examined the student's perception on the use of Disney movies as learning media in writing narrative text. So it is essential to study this field. Considering that, the use of Disney movie as learning media can improve students writing skill, motivation and enthusiasm. Therefore, the researcher researched eight-grade students' perception on the use of Disney movies as learning media in writing narrative text at SMP Integral Ar-Rohmah in the academic year 2022/2023 especially on the aspects of perception (Perception of audio and Video). It is a crucial area to be researched because of some reasons. First, the English teacher at SMP Integral Ar-Rohmah has applied the Disney movie as learning media in teaching writing narrative text in the class. Second, several studies had been conducted on students' perception on the use of Disney movies on learning writing. However, there have not been studies that examine students' perception on the use of Disney movies on learning writing narrative text. Third, the study on students' perceptions on the use of Disney movies as learning media in writing narrative text at SMP Integral Ar-Rohmah has not been done before.

Based on the statement above, the researcher took " The Students' Audio and Video Perception on The Use of Disney Movies as Learning Media in Learning

Writing Narrative Text" as the title of the study and it is important to analyze and observe.

1.2 Research Questions

Referring to the background of the problems above, the researcher compiles issues as follows:

1. How students' audio and video perceptions on the use of Disney movies in learning writing Narrative text?

2. What are students' problems regarding the use of Disney movies as a learning media in writing Narrative text?

3. What are the students' efforts in solving the problems regarding the use of Disney movies as a learning media in writing Narrative text?

1.3 Research Objectives

Referring to the research questions above, the objectives of the study are as follows:

1. To explain students' auditory and visual views of how Disney movies are used to teach writing narrative text.

2. To understand about the problems that students have when using Disney films as a learning tool while creating narrative texts.

3. To describe the students' efforts to resolve the problems with using Disney movie as a media to write Narrative text.

1.4 Significance of the Study

This study has significances in two aspects: theoretical and practical aspects.

a. Theoretical Significance

The researcher expects the findings of this research to support and enrich earlier theories on the teaching and learning of narrative text. The researcher also expects that the findings of the study will be useful to add science to provide more information about Disney movies.

b. Practical Significance

The findings of this research help teachers to learn how to anticipate the problems that may arise when using Disney movies as media in learning, so that they can assist students in resolving them. For the students, the results support students in developing their writing abilities and learning motivation. Then for other researchers, the results can be used as a guide for more research on the usage of Disney movies as learning media in the teaching and learning of writing texts.

1.5 Scopes and Limitations of the Study

The researcher limited the research on the use of Disney movies as a learning media in learning to write Narrative text. The participants of this research were 27 male eight-grade students of SMP Integral Ar- Rahmah in the academic year 2022/2023. The English teacher used Disney movie in the class in teaching writing narrative text. The researcher focused on students' audio and video perceptions in utilizingof Disney movies as media in teaching and learning writing narrative text, as well as on students' problems and efforts to overcome those problems throughout teaching and learning activities.

1.6 Definition of Key Terms

To prevent misunderstandings, it is crucial to provide definitions of key terms. Some terms need to be defined in relation to the subject that will be covered in this study, as follows:

a. **Students Perception:**

Assessment or opinion of eight-grade students of SMP Integral Ar-Rohmah about audio and video of the use of Disney movies as learning media in writing narrative text.

b. **Writing skill:**

One of the skills that should learned by students in learning languages and it is used to express person's opinions, ideas, and creativity. In this case, the context of writing skill that will be discussed is paragraph writing.

c. **Narrative Text:**

A type of the text that has social functions to amuse the reader by dealing with actual story in differently. It deals with problematic events that start from conflict-climax to find out a resolution.

d. **Learning Media:**

It is a tool used by students in the learning activity to help them understand the material being taught and increase their learning motivation. In this study, the learning media used is Disney movie.

e. **Disney Movie:**

Disney movie is an illustration of a photo or picture in a sequential frame that moves naturally on the screen produced by Disney studio. The movies that will be discussed in this study are Zootopia and Finding Dori Movies

CHAPTER II

LITERATURE REVIEW

This chapter discusses all theories that support and relate to the study. The theory will go into great detail regarding on how to teach writing skills and how to use Disney movies into the teaching and learning process, especially writing narrative text. This chapter consists of concept of perception, writing, narrative text, learning media and movies as learning media. The previous study is also provided to describe some research related to Disney movies in teaching and learning writing narrative text.

2.1 Perception

2.1.1 Definition of Perception

Perception is a person's way of seeing and interpreting an event or object that is experienced, seen, or heard by someone, giving rise to the stimulation of the senses. Some experts have different definitions of perception. According to Liando et al., (2018), perception is the result of an individual's judgment or belief in certain events due to the information received by the senses. It is an output process that involves a thought process in which an individual's judgments and beliefs influence the way they think and feel about an event. Supported by Meilina & Hidayat (2020) defines perception as a process experienced by individuals when sensory receptors receive stimuli from the surrounding environment which can affect their way to view of the world and around them. In addition the differences in events experienced by individuals visually, auditory, and tactilely also affect the individual's views**.**

Similarly, Mubarokah, Zulfatul. Indiarti (2022)stated that perception is a person's way of looking at, assessing, reading, interpreting, conveying, and responding to something that results from the process of feeling, organizing, and understanding. In addition Fuady et al., (2017), explained that perception is giving meaning to sensory stimuli by summarizing and interpreting information obtained from events, experiences of an object, or other things related to events. Referring to the discussion above, it indicated that perception is the result of a person's judgment and belief in an object, event, or environment due to the stimulation of sensory stimuli. In this process, someone will interpret, read, understand and give meaning to the events experienced according to their beliefs in seeing the world and its surroundings. Thus, each person will have a different perception that depends on their experience and the way they perceive the world and their surroundings.

2.1.2 Types of Perception

There are various types of perceptions put forward by experts. According to Walgito (2010))**,** one of the psychologists mentioned in his book entitled "*Pengantar Psikologi Umum*" that there are two types of perceptions based on the senses of smell, hearing, and taste, namely positive perceptions and negative perceptions. The positive perceptions are perceptions that have an overview of knowledge and responses commensurate with the object of perception and are followed up with utilization likes enjoy, accept, useful, interested, proud and easier to deal situation. Meanwhile, negative perceptions are perceptions that have a picture of knowledge and responses that are not commensurate with the object of perception. This perception still requires clarity to reject, accept or oppose the

object of perception. The negative perceptions likes anxiety, heavy, sour, fault, failure, destruction, useless, inferiority.

In line with Walgito (2010) perception divided in to perception regarding the sense of touch, smell, hearing, vision, and taste. It can be interpreted that every perception is originates from the five senses. A positive perception will emerge if the viewed thing is in line with the knowledge held. Conversely, if the knowledge possessed is the opposite, negative assumptions will arise.

2.1.3 Factors of Perception

According to Saleh (2018) in his book entitled "*Pengantar Psikologi*", several factors play a role in creating an individuals' perception, as follows:

a. Object is perceived.

Stimulus object raises the sensory organs or receptors. The stimulus may originate both inside and outside of the individual. In fact, most of the stimulus comes from outside the individual.

b. Sensory organs, nerves, and central nervous system.

Three nerves work in creating a perception. The first nerve is a sensory organ or receptor that works as a receiver. The second nerve is the sensory nerve which works to transmit the stimulus to the central nervous system. Third, the motor nerves are in charge of holding a response.

c. Attention.

The third factor is attention. It is the first stage in preparing to detect perception. Someone must pay attention in order to actualize the perception. Attention is the concentration of all individual activities directed at a single object or set of related objects.

Based on the information above, 3 important nerves play a role in creating a perception, namely: 1) The object or stimulus that is perceived, 2) Physiological nerves in the form of sensory organs or receptors and the center of the nervous system, 3) Attention as the psychological nerves.

2.1.4 Process of Perception

There are two processing in sensation and perception namely, bottom-up and top-down. Psychologists distinguish between Bottom-up and top-down processing. According to Santrock (2015), bottom-up processing involves the recording of all information from the external environment by the sense organs or sensory receptors and sending it to the brain for analysis and interpretation. In other words, button-up is the act of ingesting data and attempting to interpret it. Top-down processing, in contrast, begins with cognitive processing that takes place in the brain. The brain will comprehend the circumstance as it arises and apply the framework to the data during this processing. In addition, there are three main components in the process of perception (Sobur, 2003), namely: a) selection, it is the process by which sensory organs choose to respond to stimuli that come from outside of the individual. b) Interpretation, it is the organization of information such that it has meaning for a certain individual. Numerous factors, such as experiences, motivation, personality, and intelligence, have an impact on the interpretation. c) Interpretation and perception, it is the last process where the interpretation and perception will be interpreted into someone's act. As a result, selecting and interpreting the information that has been received by the sensory organs is part of the perception process.

2.1.5 Aspects of Perception

Perception is a process by which people organize and interpret their sensory impressions in order to provide meaning. As a result, perception and the sensory system cannot be separated. Meanwhile, Walgito (2010)perception consists of three elements—cognitive, affective, and conative—that provides behavior

structure. A cognitive component is component related to intellectual, scientific, and moral considerations. Affective component is part of emotional aspects of the socio-psychology factor. The conative component is related to individuals' habit.

Some people have the tendency to view auditory perception as a secondary system that comes after visual perception in a research of cognitive science. However, the auditory and visual components, which are important in presenting people with information, cannot be isolated from the cognitive component, which has some association with intellectual aspects (Latto, 2010). Although the early development of cognitive science was greatly influenced by auditory perception, auditory cognitive science has since fallen behind its visual counterpart. It can be inferred that auditory and visual perception plays a significant role in the process of perception. So, that's why this research focused on auditory and visual perception, while watching Disney movies The auditory aspects focused on the audio of Disney movies and the visual aspects focus on the video of Disney movies because movie contains moving image that can be observed whether the image that showed is good or not.

a. **Perception of Audio**

Pressure changes in the air or another media cause the sound. While perceptually sound is the experience that we perceived when we hear. It is safe to infer that when we hear a sound, we perceive it. Sinusoidal signals make up every sound physically. A particular perception of pitch and timbre results from the combination of such signals (Haverkamp, 2009). It also establishes whether a sound is heard as a pure tone (one sinusoidal signal), complex tone (many harmonic signals), or noise with no discernible pitch (various non-harmonic

signals).Then categorization of the sound event appears to be more challenging than visual object recognition, which makes it harder to hear sound because it cannot be seen (Latto, 2010).

In order for a human to perceive sound, sound pressure waves must first enter the outer ear, or pinna, and cause the sensitive tympanic membrane (eardrum) to vibrate in the middle ear. This movement is then transmitted to three tiny bones that are attached (the ossicles), which push up against the end of the fluid-filled inner ear (the cochlea), creating a wave that displaces a flexible structure known as the basilar membrane (Rahayu, 2018).

In this study, "sound perception" refers to students' understanding of the audio contained in Disney movies. This goal is to determine whether or not the sound is clear and whether or not there is significant background noise. It is because the most striking property of hearing system is its ability to assess the world of superimposed sounds and to separate them according to their various sources. Additionally, the study aimed to understand the audio quality in Disney movies that the teacher uses in teaching writing narrative text through Disney movies and it is obvious that a large deal of perceptual-cognitive processing must take place for an audition to be so helpful.

b. **Perception of Video**

Video is a combination of moving pictures and sound that can grab individuals' attention. There are several processes of transferring information that occur to the visual sensory system when watching a video. By the process of transferring, someone can obtain information and connect it to previous knowledge. Then, they can build a perception of the object being observed after

mixing the new and prior information. In other words, a person's perception might be influenced by previous knowledge**.**

Video perception refers to the sensory and cognitive processes employed when viewing scenes, events, and narratives presented in edited moving images (Rahayu, 2018).Visual media that is entertaining, like movies and television are becoming a bigger part of our daily lives. Understanding how our perceptual system responds to the differences between the information we receive from the media and what is actually happening in the world will help us understand how perception functions in these two situations.

Rahayu (2018) also stated that there are many things that can be perceived while watching the video because it has a few images that were edited to create a moving image that is combined by music. So, the only things that can be perceived when watching a video are the sound and the video itself. It can be explained in detail as follows: First is the video's "color" and "contras" are two matching color of the moving image with the contrast. Because if the color and the contrast are not match well, it will make us feel dizzy when watching a video. Second is high-quality video. A high-quality video might be defined as one with good image or one without any blurry or off-center images and with clear audio. Third is the usefulness of teaching and learning process. The usefulness is felt by students as object of the teaching and learning process, whether video helps students understand the material or not.

First thing that can be perceived is "color and contrast." The final implication of the color is not about seeing a wavelength or a light, but rather about seeing a light illuminates. Color provides powerful cues for recognizing objects. So, it is

possible to identify an object or thing by its color. There are three basic psychological properties of color are hue (such as whether it is red or blue), saturation (how much it blends with white, such as pink versus red), and brightness (perceived intensity).

Besides color, contras also play an important role in the video. Contras is comparing between two colors and it is used to make the differences stand out. Contrast in this study was defined as the difference between any colors that could be seen in the video, which makes sense for moving imagery. Due to our sensitivity to contrast, we can observe a wide variety of intensities and do so in great detail. This skill greatly depends on how the objects perceived the light differently. From one point of view to another, light fluctuates in intensity and wavelength.

When watching a video, the color and contrast of the video play a significant role. If the color is clear and the contrast is good, the video quality is good, and it prevents students from getting tired of their eyes from watching the video due to too low of a contrast. Students will feel that the lesson is simple to understand if the video quality is good.

The last is usefulness. Students can only experience this usefulness when the teacher uses Disney movies to teach them. Do they find it easier to learn and understand the lesson while employing videos, or do video merely make them bored during the lesson.

2.1.6 Factors Influencing Perception

According **to** Walgito (2010) There are two types of factors—internal and external—that can affect students' perceptions. The explanation of internal and external elements is provided here.

a. **Internal Factors**

Internal factors are factors that come from a person without the influence of others. There are three internal factors, those are; 1) Attention, it is one of the psychological factors in a relationship that comes from within or outside the individual. 2) Interest, it can be interpreted as a feeling of interest in something. In other words, interest is a person's tendency towards an object or activity that is liked and carried out with pleasure, active and attention. 3) Experiences, it is an event that has been experienced by the individual. A good perception will appear when someone has a good experience. Meanwhile, a bad experience will lead to a bad perception as well.

b. **External Factors**

External factors are factors that are influenced by the surrounding environment. There are six external factors stated by Walgito (2010)as follows; 1) Teacher, it is a professional instructor who has the major role of educating, tutoring, supervising, and leading students at school and outside school. 2) Learning method, it is the method or effort made by educators in conveying material in the learning process so that they can achieve learning objectives. 3) Materials, materials are systematically arranged and applied by teachers as a means in the learning activities to achieve learning objectives. The material includes several aspects that must be possessed by students, namely skills,

knowledge, and attitudes. 4) Facilities and Infrastructures. Facilities are equipment that can support the learning process and are dynamic. Meanwhile, infrastructure is something that is used to facilitate learning activities such as school buildings. 5) School Environment, it is a place to carry out educational practices that meet national standards and health requirements. The school environment includes the physical, mental and social environment. 6) Friends, friends are one of the most important external factors in the growth and development of students. Good friends will have a positive impact on individuals, while bad friends will harm students.

2.2 Writing

2.2.1 Definition of Writing

Writing is one of the important skills that needs to be developed in learning English. By writing, a person can convey their ideas, creativity, and opinions to the audience. There are many definitions of writing according to some experts. Writing is a communication process carried out by humans to convey an idea or information to others. He also added that writing is a physical action to express ideas by arranging words through various media. While mentally someone works to create an idea and think about how to express it through words arranged into a sentence and paragraph (Maman Suryaman, Abdul Qodil Al-Baekani, 2022)**.**

Writing is a complex and complicated skill. In writing the author must complete step by step to get a perfect piece of writing. It is starting from determining the theme, choosing the right words according to grammar, creating sentences with coherence and cohesion, and arranging paragraphs. Writing is a complex and complicated productive skill. Learners have to master several

language components such as grammar, vocabulary, sentence structure, cohesion and coherence, paragraphs, and other (Ramalia, 2021)**.**

Referring to the explanations above, we conclude that writing is a complex and complicated skill. While writing is a way for humans to communicate by expressing and explaining their ideas and opinion through writing by mastering components of a language such as grammar, sentence structure, and paragraphs.

2.2.1   The Purpose of Writing

There are many purposes of writing explained by some experts. As reported by Copeland (2012), there are 11 purposes of writing as follows; 1) To express, it means the author expresses his ideas or feelings in a sheet. This paper is written only for himself or those closest to him. 2) To describe, it is to describe places, people, moments, objects, and theories in detail to the reader based on the author's experience of objects. 3) To explore or learn means to tell the author's experience in finding an answer in the presence of reflection and intuition. 4) To entertain means it is to amuse or entertain the reader by giving an argument, explanation and information about something in a humorous way. 5) To inform, the aimed of inform is to explain to the reader about a fact or incident objectively and accurately. 6) To explain, it means to tell the fact to the reader by explaining how, why, who, and what components related to the results of the author's analysis. 7) To argue, It is to convey the author's argument to the reader about an event or problem. 8) To persuade. It is to persuade the reader about the authors' arguments and ideas so that the readers will be influenced by the views presented by the author. 9) To evaluate, the authors write the paper to tell his evaluation about a product, someone, or another through its writing. 10) To solve problem, It means

to convince readers to adjust or adapt the solution given by the author to a problem.11) To mediate, the purpose is to mediate between two opposing points of view toward something confrontational.

2.2.2 Writing Skill in Junior High School

English is taught in junior high school as a compulsory subject and students are taught basic components and basic skills in learning English. There are four skills that have to be learned by students, namely, speaking, writing, listening, and reading. Writing skill is one of the most complex and complicated productive skills that students must have in learning English. So that students find various difficulties and obstacles in learning them. According to Maru et al., (2020), learning writing skill is complicated for all students to learn, whether it is for first, second, or foreign language students, especially in terms of fluency and expressiveness. Meanwhile, writing skills at junior high school have a beginner or basic level. Maru and other also stated that the Indonesian education government regulations enforced a regulation related to English lessons, namely teaching English starting from junior high school so that most students have basic knowledge of English. Similarly Ningsih (2016) said that the competency standards that students must master are expressing meaning in written functional texts and simple form essays intending to assist students in expressing themselves in interaction in their immediate environment and in writing in everyday life. Ningsih added that several genres of text are studied, namely descriptive, procedure, narrative, recount, and report. Thus we can conclude that learning to write in junior high school is very important.

2.2.3   The Stages of the Writing Process

There are some stages in the writing process (Harmer,2004). The first is planning. Before starting to write, the writers need to try and decide what they will say and write. Some writers may take detailed notes and a few jotted words. While some of them prefer to do all the planning inside their heads. In the planning process, the writers need to consider some aspects such as the writing purpose, the audience or reader, and the content structure of the writing. The second is drafting. The first version of writing is done refers to as the writing draft. In this draft, the assumptions that will be amended were written to continue in the next process.

The third is editing (reflecting and revising). After having their draft, usually, the authors will read it to see where it works and where it doesn't. Perhaps some words are ambiguous, error grammar, unclear information, and others. In the editing process, the author may rewrite or add a paragraph with different forms or words. Other readers help the author to have appropriate revisions because they may give comments or suggestions to the author. The last is final version. In the final version, the authors edited their draft and produced a new version. The planning and the first version may be different because the authors have changed some words, sentences, topics, and others in the editing process. After finishing all the processes, now the authors ready to publish the written to the audiences.

2.3 Narrative Text

2.3.1   Definition of Narrative Text

The narrative text is a story text that contains an event or someone's experience that happened real or fictional. The narrative is a text that includes

experiences, events, times, and imaginations (Relawati et al., 2012). In line with Siti & Fadila (2015) narrative is a fictional or real story that presents context as a story construction and has a series of events about how and where the event occurred. Similarly Aziz & Fathiyyaturrizqi (2017) define narrative is as retelling related to one's experiences and is told based on a series of events that occurred. In addition, narrative text is a text that connects a series of events logically or chronologically caused by several factors. Referring to the discussion above, it can be concluded that a narrative is a text that contains stories about someone's experiences or events that happened real or fictional. In narrative text, the story is presented with a series of events that include how, when, where, and the factors or causes of the event.

2.3.2 The Purpose of Narrative Text

The social purpose of narrative text is to entertain the audience or readers. Siti & Fadila (2015) explain that the purpose of narrative text is to amuse and entertain readers and viewers. Supported by Handayani (2017), narrative text is a text written with the aim of entertaining readers and containing moral values in the story.

2.3.3 Language Features of Narrative Text

The narrative text has several characters and different features that differentiate narrative text from other texts (Tarigan, 2021). Several languages are used in this type of texts as follows: a) Using processed verb. b) Having temporal conjunctions and circumstances. c). Using past tense. d) Having noun phrase form, pronoun form, noun words, and spoken verb form

2.3.4   Generic Structures of Narrative Text.

According to Sumiatik (2021), there are five general structures or steps in writing narrative text as follows: First is orientation. It contains introduction to the characteristics, personality of the characters, and events in the story. Second is complication. It is arranging the events that will be found or faced by the characters. Third is evaluation as the beginning of the character will begin to face the beginning of the climax until the end of the climax.

Fourth is resolution which describes the final phase of the characters involved in this story. Fifth is coda which describes the beginning of the story.

2.4 Learning Media

2.4.1   Definition of Learning Media

Learning media is an essential component of learning activities. The existence of media in the learning process can increase motivation and encourage student learning interest in the class. In addition, using appropriate media in the teaching and learning process can help students understand the material optimally and create effective learning. Media is everything that is used by the teacher in conveying learning material and can stimulate students' attention and thoughts in the learning process.

There are many definitions of learning media from several experts. Learning media is intermediaries or messengers that can stimulate thoughts, concerns, and feelings and encourage students to participate in the learning activities Hamid, A. M (2020). Meanwhile, according to Daryanto (2010), learning media are everything in the form of living or dead things in the surrounding environment

that can be used in conveying messages or material to students to stimulate thoughts, interests, and attention in the learning process to achieve learning goals.

The National Education Association (NEA) stated that learning media is a device that can be manipulated, heard, and seen that functions correctly so that it can encourage learning effectiveness. In line with Yusnitasari, Vinanda, Wulan, (2022) stated that media can be used as a media to clarify the contents of material that are still unclear, increase motivation, desire and interest. In addition, the media can also inspire students and support learning practice activities.

Referring to the explanation above, it can be concluded that learning media is a tool or intermediary used to convey messages in the form of learning materials that can stimulate students' thoughts, concerns, and feelings in the learning process so that learning can be carried out effectively and learning objectives can be achieved. The intended learning media can be in the form of technology or other tools such as books, blackboards, and others. Related to that, learning media is very essential and can support the learning process to run efficiently and effectively.

2.5 Movies as Learning Media

Movie is one of the media that can be practised in teaching and learning writing skills, especially writing narrative texts. Movie is a graphic animation that is equipped with colorful pictures and sounds that can attract students' attention and can teach students about the values of life in the form of behavior and actions shown in the movie (Br Simamora & Oktaviani, 2020). They also added that movies can affect students' emotions as well as strategies for adapting students' behavior in their own lives.

The teacher's role in using movies as a learning media is the key to success and failure in its implementation. The teacher have to be able to select the right movies and what is needed by students, adjust it to the curriculum that is in force and which can increase student motivation and attention. In its implementation the teacher must carry out three stages of activity, namely; 1) previewing activity, meaning that students prepare themselves to watch the film. 2) Watching activities, this is the main stage because it involves screening and re-screening films and students' focus periods on the films being shown. 3) Post-Viewing Activities, this is the final stage of watching movies. At this stage, students are asked to react to the film by way of discussion, role play, and other (Siti & Fadila, 2015). Apart from that, they also added that there are several benefits to be gained in using movies as a learning media, including increasing student interest in learning, providing a new atmosphere in class, arousing student enthusiasm, and helping students understand the material more easily.

2.5.1 Disney Movies

Disney movie is an illustration of a photo or picture in a sequential frame that moves naturally on the screen produced by Disney studio Mubarokah, Zulfatul. Indiarti (2022). Similarly Nur (2019) explained that Disney movies produce fantasy story. Fantasy is unrealistic or improbable situation in our lives. Moreover, it personifies inanimate objects or animals can talk and think like Toys Story and Finding Nemo movie. Meanwhile, Disney studio or Walt Disney Company is the largest entertainment company in the world which was founded on October 16, 1923, by two brothers, namely Walt Disney and Roy Oliver Disney in Kansas City, Missouri.

Disney Walt Disney has changed its name since it was founded due to certain reasons. Walt Disney's names are Disney Brothers Cartoon Studio (1923–1926). The Walt Disney Studio (1926–1929) and Walt Disney Productions (1929–1986). Disney studio produces films with various genres, examples of films that have been produced are Alice's Wonderland, Finding Nemo, Finding Dori, Mickey Mouse, and others.

2.6 Review of Previous Study

Several studies were conducted to examine the use of Disney movies in Teaching and learning writing, especially writing narrative text. The first study was conducted by Mubarokah, Zulfatul. Indiarti (2022) entitled "Teachers' Perception on the Use of Disney Movies as English Language Teaching Media for Young Learners". The study aimed to explain teachers' perceptions of the use of the Disney Movie Frozen II in teaching English. A descriptive-qualitative design and interview as data collection was used in this study. The study was conducted at top 5 elementary schools in Banyuwangi sub-district. The schools are SD Lazuardi Tursina Banyuwangi, SD Islam Al Khairiyah, SD Negeri Sobo, SD Negeri 1 Lateng, and SD Negeri 1 Kepatihan. Based on respondent statements, the finding explained that the Disney movie frozen II is recommended as ETL media in teaching listening skills since still fulfills, the criteria of media namely attentive, affective, cognitive, and compensatory functions. It also increases students' enthusiasm, makes the lesson clearer, and avoids students' boredom. What distinguishes this research from previous research is the subject of the research. The subject of previous research was the teacher at elementary school and this study is the students at junior high school. Another distinguishes is the

previous study discussed the use of Disney movies as media in learning English generally and this study discusses the use of Disney movies as media in specific English skill, especially in writing narrative text.

The second study was conducted by Tarigan (2021) entitled "Improving Students' Ability in Writing Narrative Text by Using Walt Disney Movie Trailer". The study aimed to find out the improvement of students' writing narrative text and to investigate the process of writing narrative text using Walt Disney movies trailer. The study combined the qualitative and quantitative method. Observation was implemented to collect data. The quantitative data was collected by giving writing Essay test and the qualitative data was taken from observation sheet. The third grade of SMP Negeri 38 Medan was the subject of the study. The study explained that there are significant differences in students' mean scores in cycle 1 was 71,35 and cycle 2 was 85,6. Then during the activity, most of the students are enthusiastic and interested in the classroom. Based on the explanation the study found that Disney movies students increase their writing ability and their motivation in learning writing. In addition, the students gave positive responses on it. What the prominent between the previous study and this study are the previous study explained the improvements of students' writing skill and their process in writing narrative text. Meanwhile, this study discusses students' audio and video perceptions on the use of Disney Movies as learning media in writing narrative text. Another distinguishes is the subject of study. The subjects of the previous study were the 9th grade students of junior high school and the subjects of this study are the 8th grade students of junior high school.

The following study entitled "The Effect of COCO Movie towards Students Writing of Narrative Texts" had been carried out by Sumiatik (2021). This study aimed to prove that COCO movie is effective in teaching the writing of narrative texts. The research applied quantitative method by using pre-experimental design. The research was conducted at 8th grade of SMP Al-Madinah Islamic Center KKMB Tangerang Selatan which consisted of 29 students. The finding showed there was an increasing score between the pre-test and post-test. The mean score of post–test was 78.38 and which is higher than the score of the pre-test score. Referring to the data above, the study indicated that COCO movie was effective to upgrade students' writing narrative text at SMP Al-Madinah Islamic Center KKMB Tangerang Selatan. The prominent this study from the previous study is the variable of the research. The previous research discussed the effectiveness of COCO movies in writing narrative text and this study discussed about students' audio and video perceptions on the use of Disney Movies as learning media in writing narrative text. Another distinction is the method of the research. The previous research applied quantitative method and this study applied qualitative method.

Similar to other studies, the study was conducted by Albiladi et al., (2018) entitled "Learning English through Movies: Adult English Language Learners' Perceptions". The study aimed to explore English learners' perceptions regarding the use of movies as English teaching and learning tools. Qualitative method was used in this study by using semi-structured interview to collect the data. The subjects of the study were 25 adult language learners with different language levels ranging from low-intermediate to advanced language learning and different

states at United States. The result showed that the use of Disney movie helped students to improve their skill in learning English such as speaking, listening, reading, vocabulary, and writing. In addition, Disney movies helped students to increase their cultural awareness. The distinction of this study from the previous study is the subject of the research. The subjects of previous study were adult language learners in United States and the subjects of this study are teenagers, they are the 8th graders of junior high school in Indonesia.

The last research entitled "Students' Perception of Using Animation Video In Teaching Listening of Narrative Text" was carried out by Rahayu (2018). This study aimed to know and describe students' perception of 10th grade of Madrasah Aliyah Negeri 4 Jakarta towards animation video as media in teaching listening skill of narrative text. The study used qualitative as method and case of study as design. In gathering the information, the study employed observation, questionnaire and interview. The subjects of this study were tenth grade of social. Then the study analyzed the data by adopted Matthew B. Miles and A. Michael Huberman pattern, namely data reduction, data display and conclusion. Tabulation used for gaining the data and describing the data. The result found that students at 10th grade of social gave positive response on the use of animation video as teaching media in listening narrative text. Moreover, the study found that the animation video helped students to understand the subject easily, helped them in guessing some unfamiliar vocabularies, and improved their motivation to learn English. Based on that, it was concluded that students' of 10th grade of Madrasah Aliyah Negeri 4 Jakarta especially 10th grade of social gave positive response on the use of animation video as teaching media and it gave them advantages in

learning. The distinction of this research from the previous study is the focus of study. The previous study was discussed students' perception in utilizing animation video as teaching media in listening skill and this study discussed students perception in utilizing Disney movie as learning media in writing skill. Another distinction is the subject of the study. The subjects of previous study were the tenth grade of senior high school, while the subjects of this study are 8th grade of junior high school in Indonesia.

Overall the previous studies above focused on the implementation of the learning media and the effectiveness of Disney movies. Different from all previous studies, this study focused on 8th graders of SMP Integral Ar-Rohmah students' audio and video perceptions on the use of Disney Movies as learning media in writing narrative text and the Disney movie used in this study was Zootopia and Finding Dory. This study used mix method between quantitative and qualitative method, and case study design. Additionally, questionnaire and semi-structured interview used as data collection technique.

CHAPTER III

RESEARCH METHOD

This chapter gives an explanation of the research methodology. The description includes information about research design, subject of the study, research instruments, data collection, data analysis, and data validity.

3.1 Research Design

This research used a mixed research methodology, which combines quantitative and qualitative method. Hani Khotijah Susilowati (2010) claimed that social research generally combines constructed logic analysis (quantitative) and logic in practice (qualitative) instead, the percentage of each form of logic varies. The research used mixed methods which are carried out simultaneously to strengthen the research analysis and complete the image painted by the study's findings on the phenomenon being studied. The kind of this research was a case study. Suwarsono (2016) said, case study is an effort made by researchers in analyzing and describing certain cases in depth such as cases that occur in individuals, groups of institutions, and others. This study aimed to describe in detail condition of a context about what, how, and why it happened. In line with, Nugrahani (2014) stated that a case study is a research that leads to detailed and in-depth description of the portrait conditions in a context, about what actually happens according to what is in the field of study.

Referring to the explanation above, the researcher wishes that this research gives translucent and detailed information about students' audio and video perceptions on the use of Disney movies as learning media that contained in Zootopia and Finding Dory movie. Then, it provided in-depth explanation related

to the aspects of perception (perception of audio and perception of video). In addition, it gave information about students' problems and students' effort in overcoming the problems when using Disney movies as learning media in writing narrative text.

3.2 Subject of the Study

The eight-grade students of SMP Integral Ar-Rahmah in the academic year 2022/2023 were the subject of the study. The 27 male students from B class were examined. The eight-graders at SMP Integral Ar-Rahmah were chosen as the study's subjects for a variety of reasons, they are: First, SMP Integral Ar-Rahmah is an Islamic boarding school that implements an integral curriculum based on *Tauhid Hidayatullah* and is integrated with the national curriculum. Furthermore, this school is a superior school and is accredited A. Second, the students have English skills from beginner to intermediate level. The English teacher claimed that although the students could memorize a large number of vocabularies and they could understand what was heard and said, however, some of them still find difficulties to put their ideas into writing, especially in writing narrative texts. In addition, they were also bored with the use of media that was applied before. Third, eight grade are in intermediate position, a stable level of adaptation. This is because eight grade still in the stage of adjustment, a transitional period to the environment and the learning activity. Fourth, the English teacher had used Disney movies as a medium to upgrade students' writing skills, especially in writing narrative texts. The teacher had used Disney movies as a media since the previous academic year and noticed that students' skills in writing narrative texts

were improved, so he implemented movie as students learning media in the next academic year.

3.3 Research Instruments.

As reported by Sugiono (2014), in qualitative research, the research tool or instrument is the researcher himself and needs to be validated about how far the researcher is prepared to go broadly. So that it can be said in this research, the researcher was the major instrument of the research. In this research, the researcher determined the research topic, collected the data, analyzed the data, described the research results, and made conclusions. Furthermore, after the topic had been determined, the researcher developed an instrument to gather the data and compared it with the data that had been obtained. Based on explanation given, the researcher used questionnaire and interview to complete the major instrument in amassing the data.

The questionnaire used to get information and perception from students about the utilization of Disney movies as learning medium to write narrative text especially in the aspects of perception (perception of audio and video). On the other hand, the interview used to gain more information and students perception on the utilization of Disney movies as learning medium in writing narrative text, the students' problems and the students' effort to overcome the problems during the activities. In addition, in the 27 male students of 8th graders of SMP Integral Ar-Rohmah were the respondents in collecting data using a questionnaire and 5 male students from 27 male students were the informants in collecting data using interviews.

3.4 Data Collection

To acquire data from participants, data collection techniques were required in this study. Data collection techniques are a way to gather information on the field so that research findings might be useful and develop into new hypotheses or new discoveries (Choiri 2019). By using data collection techniques, the research objectives were achieved. To gather accurate and quantifiable research results for this study, data collection methods included questionnaires and interviews.

3.4.1 Questionnaire

The questionnaire used in this study to obtain the data. Conforming to Alfiani (2020), questionnaire is an instrument that contains a series of questions or statements given to respondents to respond by giving answers or choosing the answers that have been given. The research subjects were B class of the eight-grade students of SMP Integral Ar-Rohmah. They filled out the questionnaire independently without the influence of other people by putting cross (x). The questionnaire was organized in few different ways, including: aspect of identity, aspect of direction, and aspect of questions that the researcher used to know the students' audio and video perceptions towards Disney movies as learning media in writing narrative text. There were 24 items of questions in the instruments and it consisted of both positive and negative perception that might be felt by students. Additionally, the aspects of perception studied focused on auditory perception (the audio of Disney movies contained in Zootopia and Finding Dory movie) and visual perception (the video of Disney movies contained in Zootopia and Finding Dory movie). The researcher compiled questionnaires of the students' audio and video perceptions by adopting from a questionnaire that had been made by

Rahayu (2018) and modified by involvingg the use of Disney movies as a learning media in writing narrative text. The instrument grid is in the table. 3.1

Table 3. 1 Indicator of Instruments of Students' Perception on the Use of Disney Movies as Learning Media in Writing Narrative Text

Variable	Indicator	Sub-Indicator	Total of Item	Items
Students' perception on the use Disney movies as learning media in writing narrative text	Positive Perception	Perception of Audio	2	1-2
		Perception of Video	10	5-14
	Negative Perception	Perception of Audio	2	3-4
		Perception of Video	10	15-24

The researcher used a closed-ended questionnaire to get alternative answers. It was used because the researcher wanted to get the higher response compared to when the participants only chose the suitable answer for the questions that the answers already can be predicted and easy to be analyzed by using percentage. The close-ended questionnaire used a Likert scale which consists of 5 scales, namely SDA (Strongly disagree), DA (Disagree), N (Neutral), A (Agree), and SA (strongly agree). In filling the questionnaire, the participants were asked to choose one of those choices through their thinking and felling at the time and their actual experiences. The questionnaire used to find out numerical data of the students' perception on the use of Disney movies as learning media in writing narrative text.

Table 3. 2 Category of the Questionnaire Score

Category	Score
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
strongly agree	5

In collecting data using a questionnaire from respondents, the researcher carried out the following steps; first, the researcher distributed the questionnaire directly in the class to the students. Second, the students filled in their data first (name, absence number and gender) and answered the questionnaires that were distributed by the researcher. Third, the researcher collected and stored the completed questionnaires. Fourth, the researcher processed the data and concluded the information she found. Finally, the researcher will select the data that still required more in-depth information by asking the informants using interviews.

3.4.2 Interview

Interview guidelines used to acquire in-depth data on the problems of this research. The interview was a data collection method carried out by the researcher by having conversations between the researcher and the students by asking for information related to the students' perceptions on the use of Disney movies. The interview technique involves gathering information from interactions between two or more people for specific reasons, whether they be in-person or online (Albiladi et al., 2018). The researcher used semi-structured interviews adapted from Ebrahimi (2016). According to Rahmawanti et al., (2021) semi-structured

interviews are interviews that use the conversational method so that respondents can answer questions as honestly as possible in their own words.

In the interview process, the researcher made Google meeting after the teacher finish the teaching and learning writing activities. There were nine questions in interview guideline. The researcher interviewed five (5) from 27 students of eight-grade of SMP Integral Ar-Rahmah to gain more in-depth data and the scope of the topics to be asked can be narrowed. Initially, the researcher asked questions spontaneously to respondents regarding the problems in the study and provided questions related to previous respondents' answers to obtain more detailed, specific, and in-depth information.

In addition, there are several advantages to use interview techniques stated by Nugrahani (2014) as follows; 1) It gives more responses from.2) Questions given are clearer, 3) Observations related to matters can be done at once, 4) More flexible, 5) Information obtained deeper and non-verbal, 6) Can ask spontaneous questions, 7) Each question will get an answer from the informant, 8) Questions can be formal or non-formal, structured or unstructured. 9) It is easier for informants to understand the questions given.

Instrument Validation

Both the questionnaire and the interview instrument used in this study had been validated by Mrs. Ima Mutholli'atil Badriyah, M.Pd, as an expert validator. She is a lecturer at the English Language Education Department, State Islamic University Maulana Malik Ibrahim, Malang. The instrument utilized in this study was an adaption taken from the study conducted by Rahayu (2018). The first draft

was given on February 20th, 2023. The questionnaire instrument in the first draft contained 24 statements, and the interview instrument contained 7 questions.

The researcher revised the interview instrument by adding two numbers of questions about students' efforts in solving the problems. After being revised, the interview instrument contained 9 questions with some details; 1) One question about the students' interest in using learning media between Disney movies and text, 2) Two questions were about the students' problems during learning writing narrative text by using Disney movies, 3) Two questions were about how the students' efforts in solving the problems, 4) Two questions were about how the teacher helped students in solving their problems, 5) One question was about the students improvement after the teacher used Disney movie as learning media and 6) One question was about students perception on the use of Disney movies. The researcher gave the second draft of the research instruments on March 8th, 2023 and she received validation from the expert validator at the same time.

3.5 Data Analysis

After collecting data, the researcher inspects the results of the research that has been done. The data analysis used was descriptive statistics. According to Sugiono (2014) descriptive statistics are analyzing data by describing the research results as the data that has been collected without any intention to generalize. This study analyzed the data gotten from questionnaires and interviews to get the result of research.

3.5.1 Questionnaire

In analyzing the data from questionnaire, the researcher employed the formula as reported by Sugiono (2014)**:**

$$P = \frac{F}{N} \times 100\%$$

Annotations:

P = Percentage

F = Frequency of Answer

N = Number of Respondents

After the students completed the questionnaire, the researcher took the total score of each student according to the category score of the questionnaire Likert scale: strongly disagree (1), disagree (2) neutral (3) agree (4) strongly agree (5). Then classify the applicants according to the statement in the questionnaire. The last the researcher made a group regarding the same type and get a percentage.

The data that was obtained from each question or statement items made in one table which there were percentage and frequency. Then the researcher displayed data analysis and interpretation using the following scale's guidelines:

Table 3. 3 Certain Percentage Scale Stated by Rahayu (2018)

No	Percentage	Scale
1	60%-99%	Almost
2	51%-59%	More than half
3	50%	Half
4	40%-49%	Almost half
5	1%-39%	Least

3.5.2 Interview

The researcher utilized a descriptive qualitative method to analyze the data. Data reduction, data display, and verification or conclusion drawing are the three actions that make up Miles, M.B., &Huberman (1994) interactive theory, which was applied in this step.

a. Data Reduction

Data reduction was conducted by the researcher by selecting, identifying, focusing, and classifying data that contained important information from the data that had been retrieved. In this study, the researcher selected data related to the information obtained during the research related to students' perceptions of using Disney movies in learning writing narrative text, the students' problems and the students' effort in solving the problems. After selecting the data, the researcher concluded and arranged the data.

b. Data Display

The second was data display. In this process, the researcher presented a pattern or framework in the form of a table and presented it by using a narrative form. The table that contained information was classified based on categories and problems related to students' audio and video perceptions of using Disney movies in learning writing narrative text. In quantitative research, the use of tables in this process was intended to make it uncomplicated, and the researcher easy to understand the finding and present the results in detail. The data that was related to the students' perceptions displayed in tables and it described narratively. In addition, the use of narrative form was intended to describe data qualitatively. Both the data that was related to the students' problems and students' efforts to solve their problems displayed narratively.

c. Verification or Conclusion Drawing.

The final step was drawing conclusions and verification. Drawing conclusions or verification was the interpretation of research results that had been displayed. In qualitative research, the core conclusions are tentative. The essence of the conclusion can be credible if the research results are valid and consistent. However, if the results change, it needs to be reviewed. In addition, verification or conclusions drawing was a process carried out by the researcher to find out the final conclusion related to students' perceptions of using Disney movies in learning writing narrative text.

3.6 Data Validity

Nugrahani (2014) claimed that research data can only be effective if it is relevant and a research topic that is reliable if it can be relied on and tested by many variety methods. The validity and reliability of the data utilized in this research were examined by using the triangulation method. Triangulation mix data collection methods with data sources (Sugiono, 2019). Triangulation is the process of checking the accuracy of data by using non-data to compare with previously obtained data (Moleong, 1989). As reported by Denzin and Moleong, triangulation is divided into four types: source triangulation, methodological triangulation, research triangulation, and process triangulation.

The researcher employed methodological triangulation in this study. The triangulation method is the triangulation of employing several techniques to get the same data from various sources using the same method (Moleong, 1989). The information gathered through various techniques, including questionnaire and interviews. Additionally, this study employed the source triangulation technique

to collect information from 27 male students who held various viewpoints and perspectives. The data collected from various perceptions were categorized and interpreted by the researcher. The data were then evaluated in order to draw conclusions and establish the accuracy of the data and the research question.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

The information or data that was gathered through questionnaires and interviews is presented in this chapter. To address the three research topics in this study, this presentation is split into two sections: the study findings and discussion.

4.1 Research Findings

4.1.1 Students Audio and Video Perceptions on the Use Of Disney Movies as The Learning Media In Writing Narrative Text

The data presented in this section was obtained through a questionnaire and interview with 27th eighth-grade male students at SMP Integral Ar-Rohmah to examine their perceptions of the use of Disney movies as learning media. Especially in writing narrative text, consider how audio and video were perceived. The researcher gave nine questions to the students during the interview. As well as the questionnaire simultaneously included 24 statements with five alternative responses. The students were asked to select one of the alternative responses that related to their feelings. The researcher examined both positive and negative perceptions which included two aspects of perceptions- auditory perception is related to the Disney movies' audio and visual perception is related to the Disney movies' video.

a. Positive Perceptions of Audio

The percentage of the students who responded to the questions about the positive perceptions of Disney movies' audio as the learning media was displayed in the table below (see table 4.1)

Table 4. 1 Tabulation Data of Positive Perceptions of Audio

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
A. Positive Perception (Audio Perception)							
1.	The audio of the Disney movie is clear, so I can understand the message delivered easily.	0	3,7%	7,4%	66,6 %	22,2%	100%
2.	Very clear audio helps me to understand narrative text subject easily	7,4%	0	14,8%	48,1%	29,6%	100%

In this part, the students were given two statements that have to be answered regarding the positive perception of audio contained in Disney movies. The first statement was "*The audio of the Disney movie is clear, so I can understand the message delivered easily*". It showed that 22,2% of the students strongly agreed and 66,6 % of the students agreed that the audio produced in the movie is clear and easy to understand. Meanwhile, 7,4% of the students stated neutral and one student (3,7%) stated disagree. Then no one student selected strongly disagrees with this statement. So it can be concluded that the students agreed about the audio produced in the movie was pretty clear and that they were able to understand the message easily.

The second statement was "*Very clear audio help me to understand narrative text subject easily*". There were 29,6% of the students selected strongly agree and 48,1% of the students agreed that the audio is very clear and it helped them to understand the narrative subject. In comparison, there were four students (14,8%) chose neutral, no one chose to disagree and two students (7,4%) chose strongly

disagree with this statement. It indicated that if the students agreed very clear audio in Disney movies helped them to understand the narrative subject easily.

b.   Negative Perceptions of Audio

The percentages of the students who responded to the questions about the negative perception of Disney movies' audio as the learning media was displayed in the table below (see table 4.2).

Table 4. 2 Tabulation Data of Negative Perceptions (Audio Perception)

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
B. Negative Perception (Audio Perception)							
1.	The audio of the Disney movie has too many background noises	11.1%	48,1%	29,6%	7,4%	3,7%	100%
2.	I can't listen to the audio clearly	29,6%	37%	22,2%	3,7%	7,4%	100%

In this part, the students were given two statements that must be answered related to the negative perception of audio contained in Disney movies. The first statement was "*The audio of the Disney movie has too many background noises*". It described that only one student said strongly agree that the audio of the movies has too many background noises (3,7%). At least 7,4% of the students said agree, and a small portion of students said neutral with this statement 29,6 %. While almost half of the students stated disagree (48,1%) and (11.1%) stated strongly disagree. So it can be known that the students did not agree if the audio contained in the Disney movies had so many background noises.

The following statement was "*I can't listen to the audio clearly*". The result showed that there were two students chose strongly agree that they can't listen to the audio clearly (7,4%). Then only one student said agree (3,7%) and 22,2% of the students chose neutral or they didn't say disagree or agree with the statements. In comparison, 37% of the students stated disagree and 29,6% stated disagree that they couldn't listen to the audio. So it indicated that the students disagreed if they couldn't listen to the audio clearly or in other words the students could listen to the audio clearly.

c. Positive Perceptions of Video

The percentage of the students who responded to the questions about positive perception of Disney movies' video as the learning media was displayed in the table below (see table 4.3).

Table 4. 3 Tabulation Data of Positive Perceptions (Video Perception)

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
C. Positive Perception (Visual Perception)							
1.	I have been helped in understanding narrative subject after the teacher used Disney movies	0	3,7%	18,5%	48,1%	29,6%	100%
2.	Disney movie helps me in understanding difficult vocabulary	0	0	25,9%	40,7%	33,3%	100%
3.	The Disney movie has a good quality	0	0	0	40,7%	59,2%	100%
4.	The Disney movie used is	0	0	25,9%	59,2%	14,8%	100%

No.	Statement						
	suitable for narrative subject						
5.	The Disney movie helps me in remembering narrative subject	0	7,4%	37%	29,6%	25,9%	100%
6.	I feel easier in understanding the lesson by using Disney movies	3,7%	0	22,2%	48,1%	25,9%	100%
7.	The use of Disney movies give a big effect for me in understanding the submitted subject	0	11,1%	37%	33,3%	18,5%	100%
8.	I feel more enthusiasm for learning narrative text subject that using Disney movies	0	0	14,8%	44,4%	40,7%	100%
9.	I feel that my score is increasing on narrative text subject by using Disney movies	0	3,7%	51,8%	25,9%	18,5%	100%
10.	In my opinion, Disney movie is needed in learning narrative text	0	3,7%	48,1%	29,6%	18,5%	100%

In this part, the students were given ten statements or points that have to be answered related to positive perception of Disney movies' video. The first statement was "*I have been helped in understanding narrative subject after the teacher used Disney movies*". It can be described that a small portion of the students said strongly agree that they felt helped in understanding narrative subject after the teacher use Disney movies (29,6%) and almost half of the

students said agree with this statements (48,1%). Then other small portion of the students said neutral (18,5%), one students said disagree (3,7%) and no one student said strongly disagree that they felt helped in understanding narrative subject after the teacher use Disney movie. So it can be known that the students agree if they felt helped to understand the narrative subject after the teacher used Disney movies.

Furthermore, the second statement was "Disney *Movie helps me in understanding difficult vocabulary*". There were small number of the students stated strongly agree that movie helps them in understanding difficult vocabulary (33,3%) and almost half of students stated agree (40,7%). While, other small number of the students stated neutral (25,9%) and no one stated disagree or strongly disagree with this statements. It indicated that if students agreed about movies helps them to understand difficult vocabulary.

However, the third statement was "*The Disney movie has a good quality"*. The result showed that more than half of the students are strongly agreed that the shown movie had a good quality (59,2%) and almost half of the students are agreed (40,7). While, no one stated neutral, disagree or strongly disagree with this statements. So it can be concluded that the students were strongly agree if the Disney movie had good quality.

While, the fourth statements was "*The Disney movie used is suitable for narrative subject"*. The finding described that a small number of the students said strongly agree (14,8%) and more than half of the students said agree that the movie used is suitable for the delivered subject (59,2%). Then, other small number of the students said neither agree nor disagree (25,9%) and no one said

disagree or strongly disagree. So it means that the students stated agree if the movie used is suitable for delivered subject in their learning.

Then, the fifth statement was" *The Disney movie helps me in remembering narrative subject"*. There were 25,9% of the students selected strongly agree and 29,6 % of the students selected agree that Disney movie helped them to remember narrative subject. While, there were 37 % of the students selected neutral, very small portion of the students selected disagree (7,4%) and no one selected strongly disagree. Thus it was indicated if the students agreed about the movie helps them to remember narrative subject.

The sixth statement was" *I felt easier in understanding the lesson by using Disney movies"*. The result showed that a small number of the students stated strongly agree that the students fell easier to understand the lesson by using Disney movies (25,9 %) and almost half of the students stated agree (48,1%). While, other small number of them stated neutral (22,2%), no one stated disagree and one of the students stated strongly disagree (3,7%) with this statements. Thus means that the students agreed that by using Disney movies they felt easier in remembering narrative text.

The next is the seventh statement. It was*" Disney movies didn't help me in memorizing narrative text subject"*. There were only 3,7% of the students stated strongly agree, 11,1% of the students stated agree and 22,2% of the students stated neutral that Disney movies didn't help me in memorizing narrative text subjects. Then, there were 29,6% of the students stated disagreed and 33,3% of the students strongly disagree with this statement. It can be concluded that the student strongly

disagrees that the Disney movie didn't help them in memorizing narrative text subjects.

The eighth statement was" Disney movie wasn't explained all the subjects clearly". The result showed that 3,7% of the students selected strongly agree (SA), 3,7% of the students also selected agree (A) and 29, 6% of the students selected neutral (N) in this statement. In comparison, 40,7% of the students selected disagree (D) and 22,2% of the students selected strongly disagree (SDA) that the Disney movie wasn't explained all the subjects clearly. The data, the result indicated that the students stated disagreed about Disney movie wasn't explained all the subjects clearly.

However, the ninth statement was *"I felt that my score is increasing on narrative text subject by using Disney movies".* The result indicated that 18,5% of the students chose strongly agree and 25,9 % of the students chose to agree that by using Disney movies they felt that their score is increasing on the subject of narrative text. Besides, more than half of the students chose neutral (51,8%), 3,7% of the students chose to disagree and no one student chose strongly disagree. This can be concluded that only a small number of the students stated that they felt that their scores are increasing on narrative text subjects by using Disney movies.

The last is the tenth statement. It was" *In my opinion, Disney movie is needed in learning narrative text".* The result described that 18,5 % of the students are strongly agreeing that Disney movie is needed in learning narrative text and 29, 6% of the students agree with this statement. While almost half of the students are neutral (neither agree nor disagree), 3,7% of the students are disagreeing and no one student strongly disagrees with this statement. It indicated that a small number

of the students agreed that Disney movies are needed in learning to write narrative text and almost half of the students were hesitant with this statement.

d. Negative Perceptions of Video

The percentage of students who responded to the questions about negative perception of Disney movies' video as the learning media was displayed in the table below (see table 4.4).

Table 4. 4 Tabulation Data of Negative Perceptions (Video Perception)

No	Statement	Alternative Answer					Total
		SDA	DA	N	A	SA	
D. Negative Perception (Visual Perception)							
1.	The Disney movie is not attractive	55,5%	37%	3,7%	3,7%	0	100%
2.	Disney Movie has no suitable contrasting colors, so I feel hard in understanding the submitted subject from the movie	48,1%	37%	11,1%	3,7%	0	100%
3.	I feel bored when the teacher uses Disney movies	44,4%	37%	11,1%	3,7%	3,7%	100%
4.	The use of Disney movie is just a kind of teaching variety from the teacher so that students won't get bored easily, but the subject that I captured is the same like without Disney movies.	7,4%	48,1%	40,7%	0	3,7%	100%

5.	I do not feel helped in understanding narrative text by using Disney movies	25,9%	55,5%	14,8%	3,7%	0	100%
6.	The Disney movie used is not suitable with narrative subject	25,9%	40,7%	29,6%	0	3,7%	100%
7.	Disney movie does not help me in memorizing narrative text subject	33,3%	29,6%	22,2%	11,1%	3,7%	100%
8.	Disney movie does not reflect to the subject	22,2%	40,7%	29,6%	3,7%	3,7%	100%
9.	I feel harder in understanding the lesson by using Disney movies	48,1%	37%	11,1%	3,7%	0	100%
10.	The use of Disney movies do not give me impact to my understanding about the subject	25,9%	33,3%	37%	3,7%	0	100%

There were ten statements given to the students in this part. The first statement was "*The Disney movie is not attractive*". The result showed that no one said strongly agree, one student said agree (3,7%), and one student said neutral with this statement (3,7%). In comparison, a small number of the students said disagree (37%) and more than half of the students said strongly disagree if the movie shown is not attractive (55,5 %). It can be indicated that the students strongly disagree that the Disney movie is not attractive.

The following statement was" *Disney Movie has no suitable contrasting colors, so I feel hard in understanding the submitted subject from the movie*". It

showed that no one chose strongly agree, one student chose to agree (3,7%), and a small number of the students chose neutral (11,1%). While another small number chose disagree (37%) and almost half of the students chose strongly disagree (48,1%) with this statement. It can be inferred that the students stated strongly disagree if the movie had unsuitable matching colors, so they felt harder to recognize the submitted subject from the movie.

Then, the third statement was*" I feel bored when the teacher uses Disney movies*". It described that only one student stated strongly agree (3,7%), one student stated agree (3,7%) and a small number of the students stated neutral (11,1%) if they felt bored when the teacher applied Disney movies. Then, another small portion of the students stated disagree (37%) and almost half of the students stated strongly disagree with this statement. Referring to the data gained, it was known if the students strongly disagree they felt bored when the teacher applied Disney movies.

Furthermore, the fourth statement was" *The use of Disney movies is just a kind of teaching variety from the teacher so that students won't get bored easily, but the subject that I captured is the same like without Disney movies*.". There were 3,7% of the students selected strongly agree, no one selected agree, and 40,7% of the students selected neutral (neither agree nor disagree) with this statement. Meanwhile, almost half of the students selected disagree (48,1%) and 7,4% of the students selected strongly disagree. The result showed that the students disagree if the use of Disney movies is just a kind of teaching variety from the teacher so that the students won't get bored easily, but the subject that they captured is the same like without Disney movies.

However, the fifth statement was" *I don't feel helped in understanding narrative text by using Disney movies"*. It showed that no one stated strongly agrees, one student stated agree and 14,8% of the students stated neutral if they didn't feel helped in understanding narrative text by using Disney movies. Then more than half students stated disagree (55,5%) and a small number of the students stated strongly disagree with this statement. It can be concluded if the students disagree that by using Disney movies, they didn't feel helped to understand the narrative text.

The sixth statement was" *The Disney movie used is not suitable with the narrative subject"*. It was indicated that only one student chose strongly agree (3,7%), no one chose agree and 29,6% of the students chose neutral in this statement. While almost half of the students chose to disagree (40,7%) and 25,9% of the students chose strongly disagree that the movie used is not suitable for the delivered subject. Referring to the data before, we have known if the students disagree about the movie used is not suitable for the delivered subject.

The next is the seventh statement. It was *" Disney movie does not help me in memorizing narrative text subject"*. There were only 3,7% of the students stated strongly agree, 11,1% of the students stated agree and 22,2% of the students stated neutral that Disney movies didn't help me in memorizing narrative text subjects. Then, there were 29,6% of the students stated disagreed and 33,3% of the students strongly disagree with this statement. It can be concluded that the student strongly disagrees that the Disney movie didn't help them in memorizing narrative text subjects.

The eighth statement was" *Disney movie does not reflect to the subjects*". The result showed that 3,7% of the students selected strongly agree (SA), 3,7% of the students also selected agree (A) and 29, 6% of the students selected neutral (N) in this statement. In comparison, 40,7% of the students selected disagree (D) and 22,2% of the students selected strongly disagree (SDA) that the Disney movie did not reflect all the subjects clearly. The data drew that the students stated disagreed about Disney movie wasn't explained all the subjects.

Further, the ninth statement was*" I feel harder in understanding the lesson by using Disney movies.* The data explained that no one said strongly agree, one student said agree (3,7%,) and 11,1% of the students said neutral that they felt harder to understand the lesson by using Disney movies. While 37% of the students said disagree and the highest percentage was 48,1 % of students said strongly disagree with this statement. It can be inferred that the students stated strongly disagree about using Disney movies they felt harder in understanding the lesson.

The final statement was "*The use of Disney movies do not give me impact to my understanding about the subject".* It showed that no one chose strongly agree (SA), 3,7% of the students chose agree or neutral, 33,3% of the students chose disagree and 25,9% of the students chose strongly disagree with this statement. It can be indicated that the students stated disagreed if the use of Disney movies didn't give impact their understanding of the subject.

From the results above the students' audio and video perception can be outlined below:

Table 4. 5 Analysis Result of The Students' Audio and Video Perceptions on

The Use of Disney Movies as The Learning Media in Writing Narrative Text

No	Statements	Analysis Result	P (%)	Interpretation
A. Positive Perception (Audio Perception)				
1.	The audio of the Disney movie is clear, so I can understand the message delivered easily.	Agree	66,6%	Almost
2.	Very clear audio helps me to understand narrative text subject easily	Agree	48,1%	Almost Half
B. Negative Perception (Audio Perception)				
3.	The audio of the Disney movie has too many background noises.	Disagree	48,1%	Almost Half
4.	I can't listen to the audio clearly	Disagree	37%	Least
C. Positive Perception (Visual Perception)				
5.	I have been helped in understanding narrative subject after the teacher used Disney movies	Agree	48,1%	Almost Half
6.	Disney movie helps me in understanding difficult vocabulary	Agree	40,7 %	Almost Half
7.	The Disney movie has a good quality	Strongly Agree	59,2%	More Than Half
8.	The Disney movie used is suitable for narrative subject	Agree	59,2%	More Than Half
9.	The Disney movie helps me in remembering narrative subject	Neutral	37%	Least
10.	I feel easier in understanding the lesson by using Disney movies	Agree	48,1%	Almost Half
11.	The use of Disney movies gives a big	Agree	33,3%	Least

	effect for me in understanding the submitted subject			
12.	I feel more enthusiasm for learning narrative text subject that using Disney movies	Agree	44,4%	Almost Half
13.	I feel that my score is increasing on narrative text subject by using Disney movies.	Neutral	51,8%	More Than Half
14.	In my opinion, Disney movie is needed in learning narrative text	Neutral	48,1%	Almost Half
D. Negative Perception (Visual Perception)				
15.	The Disney movie is not attractive	Strongly Disagree	55,5%	More than Half
16.	Disney movie has no suitable contrasting colors, so I feel hard in understanding the submitted subject from the movie	Strongly Disagree	48,1%	Almost Half
17.	I feel bored when the teacher used Disney movies	Strongly Disagree	44,4%	Almost Half
18.	The use of Disney movie is just a kind of teaching variety from the teacher so that students won't get bored easily, but the subject that I captured is the same like without Disney movies.	Disagree	48,1%	Almost Half
19.	I do not feel helped in understanding narrative text by using Disney movies	Disagree	55,5%	More than Half
20.	The Disney movie used is not suitable with narrative subject	Disagree	40,7 %	Almost Half
21.	Disney movie does not help me in memorizing narrative text subject	Strongly Disagree	33,3%	Least
22.	Disney movie does not reflected to	Disagree	40,7	Almost Half

	the subjects		%	
23.	I feel harder in understanding the lesson by using Disney movies	Strongly Disagree	48,1%	Almost Half
24.	The use of Disney movies do not give impact to my understanding about narrative subject	Disagree	33,3%	Least

4.1.2 **The Problems Regarding to the Use Disney Movies as the Learning Media in Writing Narrative Text**

Even though the students had positive perceptions of Disney movies as the learning media in writing narrative text, they also face some problems with this activity's utilization of Disney movies. The information in this section was gathered through interviews with 5 students to identify any problems in using Disney movies as a learning medium to write narrative text. The students were given two questions by the researcher, who instructed them to respond each questions honestly and without relying on the opinions or experiences of others. The following are the problems dealing with the utilization of Disney movies as learning medium in writing narrative text:

The first problem is lack of vocabulary knowledge. On other words is the students have limited vocabulary. Based on the interview, the students have vocabulary problems because they cannot to follow the dialogue when the Disney movie played. Informant 1 stated that "*I find it is difficult to understand the dialogue that the characters do because there are some vocabularies that I don't understand*". In the same opinion stated by informant 2 that "*The main problem I faced was that I found some unfamiliar vocabulary…*". Informant 3 added that " *I find some new vocabulary when I was watching video so it makes me little bit*

confuse in understanding the dialogue from the characters or actors in Disney movies". Then the statement "T*he problem I faced was that I didn't understand some of the vocabularies*" was expressed by informant 4. In addition, informant 5 added," *The problem I face is that I don't understand some of the vocabulary used by the characters in the conversation*". These answers showed that the most frequent problems regarding the use of Disney movies is the lack of unfamiliar vocabulary knowledge.

The second problem is understanding the native speaker's talk in Disney Movies. In this problem the students felt confusion in understanding the conversation between native speakers as voiceover actors the characters in Disney movies. Some students disagreed that Disney movies helped them in understanding the material easily. They assumed that the native speaker's as voiceover actors the characters was talked speed so it made them fail in understanding the material. As stated by informant 1," *I find it is difficult to understand the dialogue that the characters do because there are new vocabularies and the character talk speed*". Informant 2 also admitted that "*The main problem I faced was that I found some unfamiliar vocabulary and some conversations that I didn't understand because the characters spoke quickly.*" Although only one informant stated it, is enough to indicate that fast conversation between the characters is one of the problems that the students faced while using Disney movies as learning media.

4.1.3 The Students Effort to Solve the Problems Related to The Use of Disney Movies as the Learning Media in Writing Narrative Text.

This part explained the students' effort in solving the problems regarding the use of Disney movies. The data displayed in this part was gained from interviews with 5 students. There were four questions that have to be answered by students based on their experiences while using Disney movies.

The first way the students do to solve problems is by asking the teacher or friends. As stated by informant 2 "*I asked my friends and my teacher*". Another student also admitted that " *I opened dictionary or sometimes I asked my teacher*" Informant 3. In the same opinion, informant 4 also said that "*I asked my teacher*". Not only that but also informant 5 gave an argument that "*I asked my friends or my teacher*". In addition, the teacher helped them by giving the meaning of the vocabulary in the Indonesian version and explained it by giving a short sentence that contained the vocabulary. By these answers, it indicated that asking to the teacher or friends becomes an alternative way commonly used by the students to solve the problems that they faced during learning to write narrative text by using Disney movies.

The second way the students do to solve the problems is by opening a dictionary. Some of the students preferred to open the dictionary to solve their problem in understanding unfamiliar vocabulary. Informant 1 argued that "*Looking for the meaning in the dictionary or asking the teacher and friends*". ". Informant 3 added " *I open my dictionary or ask the teacher*". Then the statement stated by informant 4 "*First I looked for it in the dictionary, but if I don't find it I will ask my teacher.*These responses can be concluded that opening dictionary is

one of the ways that was used by some of the students to solve problems, especially in understanding unfamiliar vocabulary.

4.2 Research Discussion

Teaching writing is not a simple thing. Writing is a product of complex skills because students must master a variety of knowledge such as vocabulary, grammar, and the arrangement of words and sentences. Therefore, in teaching writing the teacher needs to consider the proper media that can be used in teaching and learning activities so that the learning objectives can be achieved. In addition, the teacher must also consider and know students' perceptions on the material, the teacher's strategy used, and the media used in delivering the material. This needs have to be known by the teacher or lecturer because students' perceptions greatly influence the process of learning and learning outcomes. If students have positive perceptions, they will more easily accept and understand the lessons. On the other hand, if students have negative perceptions, their learning activities will be disrupted and students will find it more difficult to understand the lesson.

The utilization of Disney movies as a learning medium in the learning process has been carried out by several researchers. Studies by Mubarokah, Zulfatul. Indiarti, (2022), Tarigan (2021), Sumiatik (2021) and Albiladi et al., (2018) highlight that Disney movies are an alternative and effective media for learning English skills such as writing, listening, and speaking. In addition, the previous study also briefly described students' perceptions on the use Disney movies as learning media. In line with the previous studies, this study found that the students gave positive responses because by using Disney movies they could; 1) Understand the writing course more clearly and understand unknown vocabularies, 2) Increase their enthusiasm, 3) Prevent boredom during the

learning process, 4) Increase writing ability. Moreover, the students also stated that Disney movie is suitable for delivering narrative subject.

Based on the findings of the study, it can be inferred that the students have a positive perception on the use of Disney movies as a media for learning to write narrative text. Almost half of the students accepted that using Disney movies as learning media could help them to understand the narrative text. This is accordance with following Siti & Fadila (2015) study which said that one of benefits to be gained in using movies as a learning media is helping students understand the material more easily. Then almost half of the students (40.7%) stated that Disney movies helped them understand the vocabulary that was not yet known because Disney movies contained videos or moving visual images that could make it easier for them to understand the vocabulary. This is in line with following Harmer (2004) statement about one of the advantages of video, namely in using videos students can listen and see the language used. Moreover almost half of the students (44,4%) claimed that they more enthusiasm for learning narrative text by using Disney movies. This is suitable research result conducted by Mubarokah, Zulfatul. Indiarti, (2022) which stated that the use of Disney movies can increase student enthusiasm and clarify learning material, so the students can easily learn material and the class run effectively. In addition, more than half of students (59.2%) stated that the Disney movies used were suitable to the learning material.

Furthermore, based on the results of the interviews, the students also added that they preferred using Disney movies as learning media compared to using story text. According to them, Disney movies are easier to understand, fun, and

the storylines are interesting and not boring. It is suitable with Mubarokah, Zulfatul. Indiarti (2022) which stated that It also increases students' enthusiasm, makes the lesson clearer, and avoids students' boredom. They also stated that Disney movie increased their writing ability. This is supported by Tarigan (2021) result study which stated that Disney movies students increase their writing ability and their motivation in learning writing. Referring to the results of the questionnaire and interview, most of the students have positive perception and a small number of students have negative perception. So it can be concluded that the results of this study were that the students had positive perceptions of using Disney movies as a learning media in writing narrative texts.

Furthermore, this study presented the problems regarding the use of Disney movies as learning media and the student's effort in solving the problems. The main problem is lack of vocabulary knowledge. The results of the interviews indicated that the participants had in difficulty understanding the material because the Disney movies contained many unfamiliar words. According to Chou (2011), having a large vocabulary can help second-language learners improve their understanding. Problems caused by a lack of vocabulary knowledge were identified in Varisa (2017), which also showed how students' use of digital videos created several difficulties for them. Varisa claimed that two problems that can arise in the classroom when students watch movies are their inability to recognize words and their lack of knowledge about the background of the material. The problems that could arise from a lack of language was also mentioned in Hasan (2015) study. He explains that a lack of vocabulary restricts students' capacity to communicate successfully with others and improve their language abilities.

Another problem is understanding the native speaker's talk in Disney Movies. The utilization of movies in the classroom causes students to encounter additional problems. This problem is the same as that identified in Hasan (2000) study, he claimed that the majority of EFL students agree that they are unable to comprehend natural spoken English delivered at normal speed. On other word, most of students felt difficult in understanding the native speaker dialogue contained in Disney movies although the native speaker speak normally. This problem is caused by a variety of factors. According to Shrosbree, (2008) there are a number of factors that typically arise in students who are listening to native speakers. Speech speed is the most frequent problems, followed by others like accent variances and the quantity of words used when speaking.

In conclusion the students have positive perception on the use of Disney movies (Zootopia and Finding Dory) as the learning media. Disney movies helped the students to understand the writing course more clearly and understand unknown vocabularies. Then it increased students' enthusiasm. Moreover, it prevents boredom during the learning process and increased writing ability. Moreover, the students also stated that Disney movie is suitable for delivering narrative subject. Although the students got some problems they still have positive perception because they have some ways to solve the problems such as; 1) asking the teacher or their friend and 2) Opening dictionary.

Related to the previous discussion, it can be inferred that Disney movie is suitable media to learn writing narrative text, it helped students in understanding the narrative subject and understanding unknown vocabularies. Not only that, Disney movies also have big effects in students motivation because it increases

the students enthusiasm and prevents the students to feel bored in the teaching and learning. In addition, Disney movies support students' ability in writing narrative text and the learning activities can be done well because some problems can be solved.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion are presented. The researcher brings out conclusion related to the finding and discussion of the study in the previous section. Apart from that, this section also shows some suggestions for applying Disney movies as learning media in the classroom.

5.1 Conclusion

This section describes the inference drawn from the findings and the discussion of the research. This research has answered three research questions, namely student perception, especially in the aspect of audio and video perception in using Disney movies especially Zootopia and Finding Dory movie, the problems students face when using Disney movies as learning media, and the students' efforts to solve the problems. Based on the findings and discussions in the previous section, the finding of the questionnaire and interviews presented that the students agreed that the use of Disney movies in learning writing narrative text is suitable for their material, helped their understanding of narrative text subjects and unknown vocabularies. They also admitted that they were more interested in learning to use Disney movies than story text and prevent boredom. Moreover, the students claimed that their more enthusiasm in learning English by using Disney movies. In addition Disney movies support their writing ability. There were several reasons given by students, including, Disney movies being easier to understand, more interesting, fun, and not boring. Referring to the previous description, it can be inferred that students gave positive perception regarding the use of Disney movies as a learning media and it becomes and appropriate media

to teach or learn writing course especially in writing narrative text that have applied in the 8th grade of SMP Integral Ar-Rohmah.

Besides, based on the finding of interviews with 5 students in (B) class of 8th grade at SMP Integral Ar-Rohmah, the researcher found several problems faced by the students when using Disney movies as a learning media in writing narrative text. These problems are lack of vocabulary knowledge and understanding the native speaker's talk in Disney Movies. Various kinds of efforts have been made by students to solve the problems they face when using Disney movies. To solve the problem of difficulty in understanding unfamiliar vocabulary is to open a dictionary and look up the vocabulary. If they can't find the answer by opening dictionary they asked the teacher or their friends. In helping the students to solve their problem, the teacher helps the students by giving the meaning or understanding of the vocabulary and explaining it by using an example of a short sentence. In addition, the students also ask their teacher to provide a clearer understanding and explanation. Meanwhile, to solve the problem of difficulty in understanding the conversation between the characters in the Disney Movie, the students ask their friends or the teacher.

5.2 Suggestion

Based on the conclusions above, the researcher provides pedagogical suggestions to assist teachers in applying Disney movies as learning media in writing narrative text. First, the teacher must explain this media, including objectivity, benefits, procedures, tasks, and assessment. Second, the teacher must play an active role as a facilitator in assisting students in learning writing narrative text by using Disney movies. Besides that, the teacher must also look at how

students feel and react to the media used because this allows for differences in student perceptions. Next, the teacher must arrange the time allocation in learning activities so that the learning can be held efficiently and learning objectives can be achieved. In addition, the teacher must use an appropriate method to attract students' attention, so that it can help students understand the subject being studied more easily.

Furtherer research is also suggested to observe data regarding the effectiveness and the influence of using Disney movies as a learning media in improving students' writing skills or other skills such as speaking skills and listening skills. Although the students gave positive perceptions about the use of media and agreed that Disney movies helped them to understand narrative subjects easily, but there is no definite percentage regarding it effectiveness and influence on the productivity of student learning outcomes. Therefore, further research is suggested to examine the effectiveness and influence of using Disney movies as a learning media in improving speaking and listening skills. It is essential to do research in this area, because it is important to know whether the media suitable and proper for learning subject or not, because media is essential in helping students to achieve the learning objectives.

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Appendix 1

Lesson Plan of Narrative Text

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan	: SMP Integral Ar-Rohmah
Mata Pelajaran	: Bahasa Inggris
Kelas/Smester	: VIII/2 (dua)
Tema	: Teks lisan dan tulis berbentuk *Narrative* (Disney Movies)
Alokasi Waktu	: 2 x 40 menit

A. Kompotensi Inti

KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapain Kompetensi

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar

2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman

3.12 Mengidentifikasi (struktur teks, dan unsur kebahasaan yang tekandung dalam teks narrative (Disney movies) lisan dan tulis pendek dan sederhana.

4.14 Menganalisis teks *Naratif* lisan pendek dan sederhana berbentuk Disney movies terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan

4.15 Menyusun teks *Narrative* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *Narrative* dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya

2. Menganalisis teks naratif lisan pendek dan sederhana berbentuk fairy tales terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan Setelah melihat tayangan video

3. Menyusun teks *Narrative* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks..

D. Materi Pembelajaran

Teks lisan dan tulis berbentuk *Narrative* (Disney movies)

Fungsi sosial

Menguraikan peristiwa, kejadian, dan meneladani karakter pada tokoh, dsb.

Struktur teks

a. Orientasi: pengenalan tokoh dalam cerita secara umum

b. Komplikasi : Gambaran munculnya krisis atau masalah yang dialami oleh para tokoh pada cerita dan harus di pecahkan oleh tokoh

c. Resolusi: Bagian akhir cerita yang menjelaskan bagaimana tokoh dari cerita tersebut memecahkan masalah.

Jenis-Jenis Teks

a. Folklore

b. Fable

c. Mitos

d. Legenda

e. Dongeng

Unsur kebahasaan

(1) Uraian tindakan dalam Past Tense: Simple and Continuous, *woke, took, went, got, did, had, was waiting, were sleeping*

(2) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.

(3) Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last month, on Monday, an hour ago, immediately*, dsb.

(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

Multimedia

Video film Disney (Zootopia dan Finding Dori)

E. Metode Pembelajaran

1. Pendekatan : Scientific- TPACK

2. Model : *Discovery Learning*

3. Metode : Diskusi Kelompok

F. Media, alat dan sumber pembelajaran

1. Media : CD pembelajaran

2. Alat/Bahan : Komputer, laptop , LCD

3. Sumber Belajar :

- Buku Teks wajib
- Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal dengan benar dan akurat
- Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset
- Contoh interaksi tertulis
- Contoh teks tertulis
- Sumber dari internet:
  - ➢ www.dailyenglish.com
  - ➢ http://americanenglish.state.gov/files/ae/resource_files
  - ➢ http://learnenglish.britishcouncil.org/en/
  - ➢ https://teachingenglish4all.wordpress.com/2010/07/02/narrative-text-inteachingenglish/
  - ➢ https://www.nurdiono.com/kinds-of-narrative-text.html
  - ➢ https://www.academia.edu/31318011/Definition_Purpose_Feature_Narrative Text_and_Examples_A._Understanding_Narrative_Text_and_example
  - ➢ https://www.academia.edu/31318011/Definition_Purpose_Feature_NarrativeText_and_Examples_A._Understanding_Narrative_Text_and_example
  - ➢ https://www.ilmubahasainggris.com/narrative-text/
  - ➢ https://www.youtube.com/watch?v=GzwhS6j_MSU
  - ➢ https://www.youtube.com/watch?v=Bc17SdVd5h0

G. **Langkah-langkah Kegiatan Pembelajaran**

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Persiapan psikis dan fisik membuka pelajaran dengan mengucapkan salam dan berdoa bersama 2. Menginformasikan tujuan yang akan dicapai selama pembelajaran 3. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran 4. Menyambungkan materi sekarang dengan materi sebelumnya 5. Memberi motivasi siswa untuk aktif dalam proses pembelajaran dengan menyanyikan lagu	15 Menit
Inti	**Mengamati** • Siswa mendengarkan/ menonton contoh teks *Narrative* berupa tayangan film disney (zootopia atau finding Dory) berdasarkan konteks yang sesuai • Siswa membaca untuk memahami makna dan bentuk kalimat terdapat dalam film disney	45 Menit

	• Siswa berlatih menentukan informasi rinci terkait struktur, unsur kebahasaan dan peristiwa yang terjadi dalam film **Menanya** • Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks *Narrative* dalam berbagai konteks **Mengeksplorasi** • Siswa menceritakan kembali peristiwa yang terjadi dalam film disney secara singkat serta menjelaskan pesan penting yang terdapat didalamnya menggunakan bahasa inggris secara lisan **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan dalam film disney movie yang telah ditampilkan • Siswa menanyakan balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisinya terkait fungsi sosial, struktur teks dan unsur kebahasaan dari teks *Narrative* tentang kegiatan, kejadian, dan peristiwa yang terjadi. , **Mengomunikasikan** • Siswa menulis refleksi untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya	
Penutupan	1. Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan 2. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan 3. Memberikan umpan balik terhadap proses dan hasil pembelajaran. 4. Diadakan Tes Tulis terhadap siswa 5. Memberikan tugas individu sebagai pekerjaan rumah berupa menceritakan ulang film yang telah	20 Menit

	ditayangkan dengan menyesuaikan, fungsi sosial, struktur teks serta unsur kebahasan yang digunakan dalam teks *Narrative* 6. Doa Tutup.	

H. PENILAIAN

1. *Jenis/Teknik Penilaian*

a. Observasi Proses Pembelajaran

b. Laporan Tugas (Individu/Kelompok)

c. Tes Lisan/Tulis

2. *Bentuk Instrumen dan Instrumen*

a. Observasi Proses Pembelajaran

No.	Nama Siswa	Aspek yang diamati				Jumlah	Nilai Akhir
		Sikap/ Perilaku Tanggung jawab	Aktivitas	Kerjasama	Berpendap at/Menang gapi		

b. Laporan Tugas (Individu/Kelompok)

No.	Nama Siswa/ Kelompok	Aspek yang dinilai			Jumlah	Nilai Akhir
		Kerapihan	KetepatanWaktu	Kesesuaian Isi		

c. Tes tulis

Terlampir

3. *Pedoman Penskoran:*

Keterangan Skor:

Masing-masing kolom diisi dengan kriteria:

4 = Baik Sekali

3 = Baik

2 = Cukup

1 = Kurang

$$Nilai = \frac{\sum Skor\ perolehan}{Skor\ Maksimal} \times 100$$

Kriteria Nilai

A = 80 – 100 :   Baik Sekali

B = 70 – 79 :   Baik

C = 60 – 69 :   Cukup

D = ... < 60 : Kurang

Keterangan Nilai Akhir:

a. Penilaian Observasi   :   **Nilai**   = $\dfrac{Jumlah\ skor\ yang\ diperoleh \times 100}{Jumlah\ skor\ maksimal\ (16)}$

b. Penilaian Laporan Tugas :   **Nilai**   = $\dfrac{Jumlah\ skor\ yang\ diperoleh \times 100}{Jumlah\ skor\ maksimal\ (12)}$

c. Penilaian Tes Lisan/Tulis   : **Nilai** = $\dfrac{Jumlah\ skor\ yang\ diperoleh \times 100}{Jumlah\ skor\ maksimal\ (20)}$

Nilai akhir yang diperoleh siswa = Nilai observasi + nilai laporan tugas+ nilai tes lisan/tulis

Mengetahui,   …………………………………
Kepala Sekolah   Guru Mata Pelajaran,

…………………………….   …………………………………

Appendix 2

Students' Score Before and After Implementing Disney Movies as the Learning Media in Writing Narrative Text.

No	Name	Score (Before)	Score (After)
1	Abdullah Afif Nur Hanifah	92	95
2	Ahmad Fauzan Khilma	88	95
3	Ahmad Fauzi Khilmi	88	95
4	Alkayyis Wafi Faradis	92	95
5	Berlian Saputra Yudhoyono	78	90
6	Cahyo Subandriyo	80	90
7	Daniswara Hafiz Fadilah Kurniawan	82	90
8	Faith Dzaki Miftahurrahman Daud	82	95
9	Lalu Alief Arkan Warid Putra	80	90
10	Maulana Nabil Maaruf	79	85
11	Muh. Alif Athillah	80	90
12	Muhammad Daffa' Athallah Santoso	84	90
13	Muhammad Faiz Nasrullah	86	95
14	Muhammad Raihan Yusuf Habibi	82	90
15	Muhammad Rizqal Mawla Ibrahim	82	90
16	Muhammad Wildan Ronni Budihartanto	88	95
17	Muhammad Yardan Farrel Al-Zafir	80	95
18	Mursyid An Nafis Hibatullah	84	95
19	Nizam Al Faruq Nurliza	84	95
20	Rafael Ibrahim Febriano	82	90
21	Roi Ghanezha Rifqi Wahyu Pratama	84	95
22	Rizhieq Fahryansyah Abdullah	79	90
23	Shidqi Aufani Sambodo	88	90
24	Sholahuddin Al Ayubi	86	95
25	Syahansyah Azkaibrah	84	95
26	Wildan Firaz Adinata	84	90
27	Yogra Pramudyia Gunawan	88	95
Total		**2.266**	**2.495**
Mean		**84**	**92**

Appendix 3

Questionnaire

QUESTIONNAIRE

Name	
ID. Number	
Sex	

Please select to say how much you agree or disagree with these statements provided.

SD	D	N	A	SA
Strongly Disagree	Disagree	Neither Disagree or Agree	Agree	Strongly Agree

No	Questions/Statements	SD	D	N	A	SA
A. Positive perception (audio perception)						
1.	The audio of the Disney movie is clear, so I can understand the message delivered easily.					
2.	Very clear audio helps me to understand narrative text subject easily					
B. Negative perception (audio perception)						
3.	The audio of the Disney movie has too many background noises.					
4.	I can't listen to the audio clearly					
C. Positive perception (visual perception)						
5.	I have been helped in					

	understanding narrative subject after the teacher used Disney movies					
6.	Movie helps me in understanding difficult vocabulary					
7.	The Disney movie has a good quality					
8.	The Disney movie used is suitable for narrative subject					
9.	The Disney movie helps me in remembering narrative subject					
10.	I feel easier in understanding the lesson by using Disney movies					
11.	The use of Disney movies give a big effect for me in understanding the submitted subject					
12.	I feel more enthusiasm for learning narrative text subject that using Disney movies					
13.	I feel that my score is increasing on narrative text subject by using Disney movies.					
14.	In my opinion, Disney movie is needed in learning narrative text					
D. Negative Perception (visual perception)						
15.	The Disney movie is not attractive					
16.	Disney movie has no suitable contrasting colors, so I feel hard in understanding the submitted					

	subject from the movie					87
17.	I feel bored when the teacher used Disney movies					
18.	The use of Disney movie is just a kind of teaching variety from the teacher so that students won't get bored easily, but the subject that I captured is the same like without Disney movies.					
19.	I do not feel helped in understanding narrative text by using Disney movies					
20.	The Disney movie used is not suitable narrative subject					
21.	Disney movie does not help me in memorizing narrative text subject					
22.	Disney movie does not explain all the subject clearly					
23.	I feel harder in understanding the lesson by using Disney movies					
24.	The use of Disney movies do not give impact to my understanding about narrative subject					

Appendix 4

Interview Guideline

INTERVIEW GUIDELINE

1. Do you prefer to learn writing narrative text by using Disney movies or text? Why?
2. What worries arise when you have an experience in learning writing narrative through Disney movies for the first time?
3. What problems do you face when learning writing narrative text by using Disney Movies?
4. Did you solve the problem by yourself?
5. How do you solve the problems?
6. Did your teacher help you solve the problems?
7. How did your teacher help you to solve the problem?
8. Do you fell that your writing skills have improved during the use of Disney movies?
9. What do you think about Disney movies as learning media in writing narrative text?

Appendix 5

Instrument Validation Sheet

INSTRUMEN VALIDATION SHEET

"Students' Audio and Video Perceptions On The Use Of Disney Movies As The Learning Media In Writing Narrative Text"

Validator	**Ima Mutholli'atil Badriyah, M.Pd**
NIP	**19831217201802012155**
Expertise	**English Grammar**
Instance	**UIN Maulana Malik Ibrahim Malang**
Validation Date	**March, 08 2023**

A.   Introduction

This validation was made to obtain an assessment from the validator (Mr/Ms) on the research instrument used in this study. Every comment and suggestion given is very useful to improve the quality of the research instrument. Thank you for your willingness to become a validator instrument in this research.

B.   Guidance

a. The assessment on this validation sheet is carried out by placing a check mark (V) in the available assessment column:

b. Please, Mr/Ms provides an objective assessment of this research instruments with the following assessment information:

   1 = Very poor   4 = Good

   2 = Poor   5 = Excellent

   3 = Average

c.   Comments and suggestion can be entered in the column provided.

C. Validation Sheet

No	Aspect	Score				
		1	2	3	4	5
1.	The research instrument is in accordance with the research objective					V
2	Research instrument using communicative language					V
3	Research instruments are able to dig up the information needed					V
4	Research instrument using the correct Punctuation					V
5	Research instrument does not cause Misunderstanding					V
6	Research instrument clear and easy to Understand					V

D. Suggestion and Comment

Excellent. The instrument developed is in line (suitable) with the criteria of perception of audio and video as well as the theory of usefulness

E. Conclusion

Based on the validation sheet above it can be concluded that:

Please cross out ~~(abc)~~ the answer that doesn't match the conclusion you gave.

1. The instrument can be used without revision
2. ~~The instrument can be used with revision~~
3. ~~The instrument can be used with many revisions~~
4. ~~The instrument cannot be used~~

Malang, March, 8th , 2023
Expert Validator

Ima Mutholli'atil Badriyah, M.Pd
NIP. 19831217201802012155

Appendix 6

Result Data of the Questionnaire

Result Data of the Questionnaire

No	Statement	Alternative Answer					Total
		SD	D	N	A	SA	
A. Positive perception (audio perception)							
1.	The produced audio from the movie is clear, so I can understand the message delivered easily.	0	1	2	18	6	27
2.	Very clear audio help me to understand narrative text subject easily	2	0	4	13	8	27
B. Negative perception (audio perception)							
3.	The audio of the movie has too many background noise	3	13	8	2	1	27
4.	I can't listen to the audio clearly	8	10	6	1	2	27
C. Positive perception (visual perception)							
5.	I have been helped in understanding narrative subject after the teacher used Disney movies	0	1	5	13	8	27
6.	Movie helps me in understanding difficult vocabulary	0	0	7	11	9	27
7.	The shown movie has a good quality	0	0	0	11	16	27
8.	The movie used is suitable for delivered subject	0	0	7	16	4	27
9.	The movie helps me in remembering narrative subject	0	2	10	8	7	27
10.	I felt easier in understanding	1	0	6	13	7	27

	the lesson by using Disney movies					
11.	The use of Disney movies give a big impact for me in understanding the submitted subject	0	3	10	9	5	27
12.	I felt more enthusiasm for learning narrative text subject that using Disney movies	0	0	4	12	11	27
13.	I felt that my score is increasing on narrative text subject by using Disney movies	0	1	14	7	5	27
14.	In my opinion, Disney movie is needed in learning narrative text	0	1	13	8	5	27
D. Negative Perception (visual perception)							
15.	The movie shown is not attractive	15	10	1	1	0	27
16.	Movie has no suitable contrasting colors, so I feel hard in understanding the submitted subject from the movie	13	10	3	1	0	27
17.	I felt bored when the teacher used Disney movies	12	10	3	1	1	27
18.	The use of Disney movie is just a kind of teaching variety from the teacher so that students won't get bored easily, but the subject that I captured is the same like without Disney movies.	2	13	11	0	1	27

19.	I didn't feel helped in understanding narrative text by using Disney movies	7	15	4	1	0	27
20.	The movie used is not suitable with delivered subject	7	11	8	0	1	27
21.	Disney movie didn't help me in memorizing narrative text subject	9	8	6	3	1	27
22.	Disney movie wasn't explain all the subject clearly	6	11	8	1	1	27
23.	I feel harder in understanding the lesson by using Disney movies	13	10	3	1	0	27
24.	The use of Disney movies didn't give impact to my understanding about delivered subject	7	9	10	1	0	27

Appendix 7

Interview Transcription

INTERVIEW TRANSCRIPTION

Interview 1

1. Do you prefer to learn writing narrative text by using Disney movies or text? Why?

   Saya lebih suka belajar menggunakan movie karena menurut saya pesan dari cerita yang disampaikan lebih nyata dan mudah diterima

   (I prefer to learn using movies because in my opinion the message from the story conveyed is more real and easy to accept.)

2. What worries arise when you have an experience in learning writing narrative through Disney movies for the first time?

   Saya takut jika tidak mengerti kosa kata yang digunakan dalam movie tersebut

   (I'm afraid if I don't understand the vocabulary used in the movie and sometimes I still find it difficult to determine the climax and resolution)

3. What problems do you face when learning writing narrative text by using Disney Movies?

   saya menemukan kesulitan dalam memahami dialog yang dilakukan tokoh karena ada beberapa kosa kata baru yang belum saya pahami dan karakter dalam Disney movies yang berbicara terlalu cepat

   (I find it is difficult to understand the dialogue that the characters do because there are some new vocabularies that I don't understand and the character talk too speed)

4. Did you solve the problem by yourself?

   Terkadang

   (Sometimes)

5. How do you solve the problems?

   Mencari di kamus atau bertanya kepada guru dan teman

   (Looking for in dictionary or asking to the teacher and friends)

6. Did your teacher help you solve the problems?

   Ya tentu saja, karena beliau sangat baik

   (Yes of course, because he is very kind)

7. How did your teacher help you to solve the problem?

   Guru menjelaskan arti kosa kata tersebut dan memberikan contoh dalam sebuah kalimat

(The teacher explained the meaning of the vocabulary and give an example in a sentence)

8. Do you fell that your writing skills have improved during the use of Disney movies?

   Bagi saya biasa aja, tapi mungkin ada sedikit peningkatan seperti mendapatkan vocabulary baru

   (For me it's just normal, but maybe there is a little improvement like getting a new vocabulary)

9. What do you think about Disney movies as learning media in writing narrative text?

   Disney movie cocok digunakan dalam belajar narrative text karena mudah dipahami dan dimengerti alur ceritanya

   (Disney movies are suitable for learning narrative text because they are easy to understand and understand the storyline)

Interview 2

1. Do you prefer to learn writing narrative text by using Disney movies or text? Why?

   saya lebih suka belajar menggunakan movie dari pada text, karena saya merasa lebih mudah memahami narrative text, lebih bersemangat dan tidak mudah bosan saat pembelajaran berlangsung

   (I prefer to learn using movies rather than text, because I find it easier to understand narrative text, more enthusiastic and not easily bored during learning)

2. What worries arise when you have an experience in learning writing narrative through Disney movies for the first time?

   Hal pertama yang saya takutkan adalah saya tidak mengetahui kosa kata dalam movie, movie yang ditampilkan kurang menarik dan saya takut tidak bisa memahami alur ceritanya

   (The first thing I'm afraid of is that I don't know the vocabulary in the movie, the movie that is shown is not interesting and I'm afraid I can't understand the storyline)

3. What problems do you face when learning writing narrative text by using Disney Movies?

   Masalah utama yang saya hadapi adalah saya menemukan beberapa vocabulary yang asing dan beberapa percakapan yang kurang saya mengerti karena karakter dalam tokoh berbicara dengan cepat

(The main problem I faced was that I found some unfamiliar vocabularies and some conversations that I didn't understand because the characters spoke quickly.)

4. Did you solve the problem by yourself?

Tidak

(No)

5. How do you solve the problems?

Saya bertanya kepada teman-teman atau guru saya

(I asked to my friends and teacher)

6. Did your teacher help you solve the problems?

Ya, guru saya membantu saya untuk menyelesaikan masalah saya

(Yes, my teacher helped me to solve my problem)

7. How did your teacher help you to solve the problem?

Pertama guru saya meminta mencari kata tersebut di kamus, jika saya tidak menemukan maka guru saya memberi tahu arti kata tersebut dan menjelaskan bagaimana cara penggunaannya

(First my teacher asked me to look for the word in the dictionary, if I didn't find it then my teacher told me the meaning of the word and explained how to use it)

8. Do you fell that your writing skills have improved during the use of Disney movies?

Tentu. meskipun hanya sedikit akan tetapi itu sudah cukup lumayan bagi saya untuk mengerti bagaimana cara menulis narrative dengan benar

Of course. Even though it's only a little but it's good enough for me to understand how to write narrative properly

9. What do you think about Disney movies as learning media in writing narrative text?

Disney movie merupakan movie yang menyenangkan dan seru. Selain itu Disney movie ini recommended untuk digunakan sebagai media pembelajaran karena tidak membosankan

(Disney movies are fun and exciting movies. Apart from that, this Disney movies is recommended to be used as a learning media because it is not boring)

Interview 3

1. Do you prefer to learn writing narrative text by using Disney movies or text? Why?

Saya suka belajar menggunakan keduanya karena ketika saya belajar menggunakan Disney movie, saya dapat memahami narrative text dengan mudah

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dan imaginasi saya terasa lebih nyata. Sementara dalam penggunaan teks, saya lebih mudah memahami narrative text secara teori

(I like learning to use both because when I learn to use Disney movies, I can understand narrative text easily and my imagination feels more real. Meanwhile, in using text, it is easier for me to understand narrative text theoretically)

2. What worries arise when you have an experience in learning writing narrative through Disney movies for the first time?

   Tidak ada

   (Nothing)

3. What problems do you face when learning writing narrative text by using Disney Movies?

   Saya menemukan ada beberapa vocabulary yang baru ketika menonton video sehingga itu membuat saya sedikit bingung untuk memahami dialog dari characters atau tokoh dalam Disney movies

   (I find some new vocabularies when I was watching video so it make me little bit confuse in understanding the dialogue from the characters or actors. In Disney movies)

4. Did you solve the problem by yourself?

   kadang-kadang

   (Sometimes)

5. How do you solve the problems?

   Saya membuka kamus dan mencarinya atau terkadang saya bertanya langsung kepada guru

    (I open dictionary or ask my teacher)

6. Did your teacher help you solve the problems?

   Iya dan sangat membantu

   Yes, and very helpful

7. How did your teacher help you to solve the problem?

   Beliau membantu saya dengan menjelaskan arti dari kosa kata baru yang saya temukan

   (He helped by explaining the meaning of new vocabulary that I found)

8. Do you fell that your writing skills have improved during the use of Disney movies?

Ya tentu saja meningkat. Terutama saya lebih mudah belajar dan memahami narrative text terutama dalam bagaimana cara menulisnya

(Yes, of course it increases. Especially I find it easier to learn and understand narrative text, especially in how to write it.)

9. What do you think about Disney movies as learning media in writing narrative text?

menurut saya itu relative dan recommended karena karakter dalam Disney movie bagus, alurnya ceritanya juga bagus dan sangat menarik dan tidak membosankan

(In my opinion it is relative and recommended because the characters in Disney movies are good, the plot is also good and very interesting and not boring)

Interview 4

1. Do you prefer to learn writing narrative text by using Disney movies or text? Why?

saya lebih suka belajar menggunakan movie karena lebih seru, mudah dipahami dan lebih bersemangat dalam belajar

I prefer to learn using movies because it is more fun, easy to understand and more enthusiastic about learning

2. What worries arise when you have an experience in learning writing narrative through Disney movies for the first time?

saya takut jika tidak mengerti vocabularinya

(I 'm afraid if I don't understand the vocabulary)

3. What problems do you face when learning writing narrative text by using Disney Movies?

Masalah yang saya hadapi adalah saya tidak mengerti sebagian vocabulary, tapi hal ini terbantu karena adegan yang dilakukan tokoh ceritanya

(The problem I faced was that I didn't understand some of the vocabularies, but this helped because of the scenes the characters in the story performed)

4. Did you solve the problem by yourself?

Tidak

(No, I didn't)

5. How do you solve the problems?

Pertama saya akan mencari di kamus, namun jika saya tidak menemukannya maka *saya beratanya pada guru saya*

(First I looked for it in dictionary, but if I don't find it I will asked to my teacher)

6. Did your teacher help you solve the problems?

Ya, *tentu saja*

(Yes, of course)

7. How did your teacher help you to solve the problem?

Guru saya memberi tahu arti kata tersebut dan menjelaskannya

(My teacher told me the meaning of the word and explained it)

8. Do you fell that your writing skills have improved during the use of Disney movies?

Ya ada sedikit peningkatan, terutama dalam memilih diksi bahasa yang tepat dan memperdalam pemahaman saya terkait grammar (Past tense)

(Yes, there has been a slight improvement, especially in choosing the right language diction and deepening my understanding of grammar (Past tense))

9. What do you think about Disney movies as learning media in writing narrative text?

Menurut saya bagus untuk dijadikan media pembelajaran karena alurnya jelas, movienya seru dan recommended

(In my opinion, it is good to be used as a learning medium because the plot is clear, the movie is fun and recommended)

Interview 5

1. Do you prefer to learn writing narrative text by using Disney movies or text? Why?

(*saya lebih suka belajar menggunakan Disney movie karena mudah dipahami dan tidak membosankan*)

I prefer to learn by using Disney movies because they are easy to understand and not boring

2. What worries arise when you have an experience in learning writing narrative through Disney movies for the first time?

(*Saya takut jika tidak memahami semua kosa katanya*)

I'm afraid if I don't understand all the vocabulary

3. What problems do you face when learning writing narrative text by using Disney Movies?

Problem yang saya hadapi adalah saya tidak mengerti beberapa kosa kata yang digunakan tokoh dalam percakapan

(The problem I faced was that I didn't understand some of the vocabularies used by the characters in the conversation)

4. Did you solve the problem by yourself?

Tidak

(No I didn't)

5. How do you solve the problems?

   Saya bertanya kepada teman atau guru

   (I asked to friends or teachers)

6. Did your teacher help you solve the problems?

   Ya, beliau membantu saya menyelesaikan masalah yang saya hadapi

   (Yes, he helped me solve the problems I faced)

7. How did your teacher help you to solve the problem?

   Beliau memberi tahu saya arti kosa kata tersebut dan mencontohkannya dalam sebuah kalimat. Terkadang beliau juga menjelasnya

   (He told me the meaning of the vocabulary and modeled it in a sentence. Sometimes he also explains it)

8. Do you fell that your writing skills have improved during the use of Disney movies?

   Ada beberapa peningkatan, diantaranya saya mendapatkan banyak kosa kata baru dan saya dapat mengekspresikan ide saya dalam menulis narrative text

   (There are several improvements, including I got a lot of new vocabulary and I can express my ideas in writing narrative text)

9. What do you think about Disney movies as learning media in writing narrative text?

   menurut saya recommended karena dapat menambah pengetahuan seperti kosa kata baru dan menurut saya ceritanya lucu

   (I think it's recommended because it can increase knowledge such as new vocabulary and in my opinion the story is funny.)

Appendix 8

Bukti Surat Penelitian

Yayasan Pendidikan Islam Ar-Rohmah Putri
SMP INTEGRAL AR-ROHMAH
TERAKREDITASI "A" (BAN-SM) NO.133/BAN-S/M.35/SK/X/2018
NPSN: 69937583   NSS: 202051830009
Jl. Locari No. 19c Sumbersekar Kec. Dau Kab. Malang
Telp 0812-1610-4235, email:smpintegral@arrohmah.co.id

SURAT KETERANGAN
Nomor : 001/69937583/SMP.INT/SK-KET/III/23

Yang bertanda tangan dibawah ini, Kepala Sekolah SMP Integral Ar-Rohmah Malang menerangkan bahwa:

Nama   : Ana Atiqotus Sangadah
NIM   : 19180021
Fakultas   : Fakultas Ilmu Tarbiyah dan Keguruan
Program Studi   : Tadris Bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Maulana Malik Ibrahim Malang

Adalah benar nama tersebut diatas telah melaksanakan Penelitian atau Observasi di SMP Integral Ar-Rohmah Malang terhitung pada Tanggal 13 Maret 2023 dalam rangka penyusunan skripsi dengan judul:
"Students' Audio and Video Perceptions on the Use Of Disney Movies As The Learning Media In Writing Narrative Text"

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk di pergunakan sebagaimana mestinya.

Malang, 29 Maret 2023
Kepala SMP Integral Ar
Rohmah

Nur Cholis, M.Pd

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Appendix 9

Sertifikat Bebas Plagiasi

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
PUSAT PENELITIAN DAN ACADEMIC WRITING

Sertifikat Bebas Plagiasi

Nomor: 0267/Un.03.1/PP.00.9/01/2023

diberikan kepada:

Nama	: Ana Atiqotus Sangadah
NIM	: 19180021
Program Studi	: S-1 Tadris Bahasa Inggris
Judul Karya Tulis	: The Students' Audio and Video Perceptions on The Use of Disney Movies as The Learning Media in Writing Narrative Text

Naskah Skripsi/Tesis sudah memenuhi kriteria anti plagiasi yang ditetapkan oleh Pusat Penelitian dan Academic Writing, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Malang, 15 Juni 2023
Kepala,

Benny Afwadzi

Appendix 10

Documentations

    a.   Asking for the research Permission (Letter)

b. The students were filling out the questionnaire

c. Interviewing the students

Appendix 11

The Personal Identity of Students

Name   : Ana Atiqotus Sangadah

Students' ID Number   : 19180021

Place and Date of Birth   : Cilacap, April 27th, 2000

University   : Maulana Malik Ibrahim State Islamic University

Faculty   : Faculty of Education and Teacher Training

Department (Year)   : English Education (2019)

Address   : Sarwadadi 03/04, Kawunganten, Cilacap.

Email   : anaatiqoh04@gmail.com

Phone Number   : 085742707328

Malang, June 23th, 2023

Ana Atiqotus Sangadah
NIM. 19180021