

TEACHERS' PERCEPTION ON THE USE OF DISNEY MOVIES AS ENGLISH LANGUAGE TEACHING MEDIA FOR YOUNG LEARNERS

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ABSTRACT

This research is a descriptive study of teachers' perception using descriptive-qualitative. This research aimed to describe teachers' perception on the use of Disney movies as English language teaching media for young learners. The researcher used interview to collect the data. There are three activities for the analysis of data, namely: data reduction, data display and conclusion drawing. The research results that the teachers mostly gave positive perception about the use of Frozen II as ELT media. They perceived Frozen II as suitable and recommended ELT media in teaching listening for young learners since it fulfills 4 functions of ELT media, namely; a) attentive, b) affective, c) cognitive, and d) compensatory functions. Therefore, there are some benefits of using Frozen II as ELT Media for young learners. First, students' learning enthusiasm will increase. Second, Frozen II is appropriate ELT media that make the lesson clearer. Third, the use of Frozen II as ELT media avoid students' boredom. Forth, by using Frozen II students can do different learning activities than usual.

Keyword: *Teachers' Perception, Disney Movie, Young Learner*

A. INTRODUCTION

For learning language, early learning is needed. In Indonesia the most ideal level of education for learning EFL is at the elementary school level. This is in line with the theory presented by Piaget (1896-1980 in Triana, 2017) that human learning process will follow the pattern and stages of its development according to its age. At the concrete operational stage (ages 7 - 11 years) children already have logical thinking skills, but only with objects that are concrete. Now, in this period, children learn language faster because their brains are like sponges. They quickly understand what they are learning, imitating what is seen, shipping what is heard, and absorbing language quickly, especially the one used in daily life.

Teaching English should be handled properly for young learners if it is to succeed. It requires expertise and committed teaching. English teachers need to have a sound understanding of how students think and operate in order to teach young learners, that is how they learn a language. This will serve as the basis for offering teaching English to young learners (Liyaningsih, 2017).

There are four aspects of language skills. The one of language skill that must be mastered by student is listening. Listening refers to a method of communication which requires the listener to understand what they hear. According to Sharma (Abdulrahman, 2017), it is a receptive skill, which must involve responding to rather than producing language. Generally, students are usually given practice in listening, but they are not actually

through listening. The skill has received special attention in speaking class because it plays an important role for both speaking and listening.

The schools in Indonesia are currently applying the curriculum 2013. In the curriculum, education experts recommend the using of complete media and be able to touch various senses to form memorable learning (Suryani, et al. 2018). Technological advancements produce new discoveries in learning media, one of which is movie. Movie is one type of audio-visual learning media for conveying a message containing a combination of text, pictures, and sound, music. The use of movie can be used as an alternative to the selection of teaching media which is quite easy to implement especially for listening skill.

Teachers should be creative in order to create a conducive learning atmosphere. The use of proper media is just one example. The proper media to encourage students' language skills is using English movies. English movies are widely used in teaching English since it can make English learning more interesting and enjoyable (Tafari in Albiladi 2018). Paul and David (in Lail 2019) stated that the use of educational media during teaching will promote learning hence attention should be paid to the preparation and use of such media.

One of the movies that are suitable to be used as learning media is Disney Movie. According to Khoshniyat and Dowlatabadi (in Albiladi, 2018), Disney movies can be confirmed as an effective approach to improve class motivation and create enjoyable teaching-learning process because basically children like pictures especially audio-visual form. Disney movies are western culture movies the stories of which are interesting and much loved by children. In addition, Disney-made movies also feature inspiring characters. By watching Disney movies, children continue dreaming and not giving up to get the dream (Nada, 2015).

Western culture is the most dominating culture than eastern culture with the technology being more sophisticated than eastern culture technology. So that western culture more easily influences countries with eastern culture, one of them is through film (Irawan, 2018). It must be noted that not all movies include Disney are shown suitable for the country of Indonesia, especially children. In Piaget's theory (1920-1960), children employ schemes to process their experiences. Eastern culture absorbs enough Walt Disney movies (Martyn Griffin). At first glance these movies are harmless entertainment. Based on Grey's research (2019) that Disney brings some negative influences that are unwittingly contained in Disney movies such as the impact of stereotypes, mental health and morality. So, knowing the impact of the role of Disney movies in children's lives, it's good that all parties, like parents and teachers, pay attention to what is in the movies.

Based on the background above, the researcher felt challenged to find out the perception of elementary school teachers in Banyuwangi about the feasibility of Disney movies for learning English for children. For that reason the researcher proposes a thesis entitled "Teachers' Perception on the Use of Disney Movies as English Language Teaching Media for Young Learners".

Definition of Perception

Some experts have different definitions of perception. According to Anggell (in Rahayu, 2019) perception is a state of consciousness. In words, perception is the way of thinking about something in surroundings. Perception is formed by the eyes, and then the eyes capture the stimulus, and it creates a physiological process that gives the perception. As described in Haire, Gibson, Ivancevich & Donnelly (in Rahayu, 2019), perception is a process

to recognize the information and relate to prior knowledge retained in the brain of a person in order to adding new knowledge.

Sobur (in Huda, 2017) presents definition of perception as the way of acquiring, choosing, arranging, interpreting, measuring, and reacting to sensory stimuli or data. Human sensory input will influence their perceptions (Hamachek in Rahayu, 2019). From the definitions that are mentioned above, it can be inferred that perception is an individual's way of viewing, reading, interpreting, conveying and responding to an object acquired through the process of sensing, arranging, and understanding an entity.

America as the country where Disney movie comes from certainly has different perceptions from Indonesians about the culture contained in Disney. Cultural differences in both will be interesting to examine. It will create different influences to Disney viewers..

English Language Teaching Media

Teaching media is a very significant and inseparable part of the learning process particularly if learning goals are to be achieved. Increasing teaching and learning events necessitates media. The media has a very important and strategic role to play in helping to achieve effective and successful learning goals. The media can help clarify content that is still unclear and not understood by students, besides that the media can also promote positive desires and interests, inspire and encourage learning practices.

Suranto (in Sulistyowati, 2015) stated that the media is a way of conveying communicator information to the communicant. In this case the communicator as the person who is transmitting the message and the communicant as the person receiving the message. Besides, according to Latuheru (in Sulistyowati, 2015), media are all kinds of intermediaries that people use to convey ideas so that articulated ideas or opinions can reach the recipient. Thus, it is clear that instructional media are the media used to promote the delivery of certain instructions in class activities (Heinich in Sulistyowati, 2015).

Lele (in 2019) stated that Media plays an important role in language teaching, especially foreign languages because media facilitates the link between sounds and symbols as well as words and objects they represent. The media also plays a role in illustrating the meaning of various things because it relates to the material used by teachers to improve the quality of teaching.

Teaching language especially English always relate to process of communication. So good communication skills will lead to better understanding (Luthra & Dahiya, 2015). Good understanding would ultimately be useful for the student to excel in both short and long term periods of his / her life. What is meant by the short term is that the understanding gained will be useful for the student while he / she is still in school, while the long term duration is the time when the students face their future. The time when they are expected to apply what they learned in the social environment at school.

Teaching process can be done wherever and in whatever manner, the use of media is not just about the learning process in the classroom. It is even proposed that early children should be exposed to the media. The intensive interaction with the media at an early age allows students who start their English education later than their peers to reach the same level of competence but in a shorter period of time (Königs in Soko, 2017).

Young Learners

The category of young learners is for school students between the ages of 6 and 12. They are divided into two groups: younger (6-8 years old) and older (9-12 years old). Sarah Phillips in Aufa (2018), claimed that "young learners" includes children from the first year of formal schooling (five or six years of age) to eleven or twelve years of age.

In education systems, Young learners refer to elementary school students. According to Daniel Muijs and David Reynolds in Aufa (2018), young learners have these characteristics: (a) they can distinguish objects on the basis of their characteristics; (b) they can organize rational configurations where A is less than B and B is less than C; etc. (c) they can establish a way of thinking that is fair and formal, but they also think about it on the basis of the real.

Young language learners are students who study a foreign language during the first six to seven years of formal schooling. Young language learners are able to make certain choices about their own learning and have developed opinions on what they want and don't want to do. This is why they are innately confident learners and can quickly be encouraged to take responsibility for their own development. There is a practical framework for increasing self-awareness, helping them understand how to set goals, recognizing needs and taking care of their own creation. All of this means making it possible for them to develop into independent and successful learners.

Students' age is a crucial factor in our judgment as to how and what to teach. People of different ages have different needs, talents and cognitive abilities. The children in primary age is expected to learn a lot of foreign language through learning media, while for adults we might fairly expect more use of theoretical thought (Aufa, 2018).

Some people say that young learners learn languages quicker than adults. It refers to inexperienced learners who tend to pick up a foreign language easily. By becoming aware of what young learners can or not do in terms of growth, teachers are best able to provide their young learners with effective learning experiences.

Disney Movie

Disney movie refers to photos or images in a sequence frame that creates the illusion of natural motion on a screen (Sharon and Weldon in Seftiatini, 2016) which are produced by Disney Studio, one of the biggest movie-maker in the world.

According to Nur (2019), Disney movie characters sell fantasy stories. Fantasy is what reality cannot offer or beyond reality. This is the message Disney brought. It is how Disney personified inanimate objects that could speak, think, act like humans in the animation Toys' Story or Cars.

Nur (2019) explains that through the Story of Cinderella, Snow White, Beauty and the Beast, Disney fascinates little girls with the lives of princesses where they behave very feminine by doing housework and dressing up beautifully. On the other hand, the little girls will attract attention to the western style of dressing the princesses, including their lifestyle which full of romance.

Fouts et al (in Nada, 2015) states that watching movies influence the way children act and their behaviors as well as the way they perceive the world this brings us to the fourth explanation, namely in Disney movies with many "heroes" exhibiting positive behavior and "criminals" displaying bad behavior this influences the way children do.

In this research, the Disney movie which is used as ELT media refers to Frozen II which is released in 2019. This movie was chosen because besides often appears as a recommended

film for children in some media, "Frozen II" is the highest grossing animated film of all time. Cited by Antara News, This movie is generating a total of \$ 1.325 billion at the global box office (Zhafira, 2020). "Frozen II" becomes the third highest grossing film of 2019 after "Avengers: Endgame" (US \$ 2.79 billion) and "The Lion King" (US \$ 1.65 billion). This means "Frozen II" is the best-selling animated film in 2019 because "Avengers: Endgame" is not an animated film and "The Lion King" is considered a live-action reboot rather than animation.

"Frozen II" is set three years after the events of "Frozen I, 2013", the story follows Elsa, Anna, Kristoff, Olaf, and Sven. Starting a journey beyond kingdom of Arendelle for discovering the origin of Elsa's magical powers and save their kingdom after a mysterious voice calls out to Elsa. Not only presents a challenging adventure, but Frozen II comes with a feel of autumn. "Frozen II" also has songs that are so identical, like the song "Let It Go" in the first sequel. Frozen II features seven original songs scored by Christophe Beck.

B. METHOD

This research used a descriptive-qualitative design. A qualitative method was chosen because this study aims at providing insight into the case teachers' perception on the use of Disney movies as English language teaching media for young learners for listening skill. The researcher analyzed data in form of words and sentences from data collection and field studies (Syakir, 2018).

This research was taken at top 5 elementary schools in Banyuwangi sub-district by Datasekolah.net. The school are SD Lazuardi Tursina Banyuwangi, SD Islam Al Khairiyah, SD Negeri Sobo, SD Negeri 1 Lateng, and SD Negeri 1 Kapatihan. The reason for choosing these five schools is because these schools have been using movie as English language teaching media.

In this research, the respondents of this research are five English teachers which is chosen purposively from SD Lazuardi Tursina Banyuwangi, SD Islam Al Khairiyah, SD Negeri Sobo, SD Negeri 1 Lateng, and SD Negeri 1 Kapatihan.

1. Data Collection Method

In this research, the researcher used Interview to collect information from the respondents by doing conversation or questioning and answering activity. The interview was conducted with five English teachers that have taught at top five elementary schools in Banyuwangi sub-district. The interview is done in order to gain information more deeply about teachers' perceptions. Interview method is aimed to convinced the researcher to the teachers' perception on the use of Disney movies as English language teaching media for young learners for listening skill. This research gained information whether Frozen II had fulfilled the functions of ELT Media, that are a) attentive, b) affective, c) cognitive, and d) compensatory functions and provided positive benefits for implementation of teaching and learning process.

2. Data Analysis Method

The researcher uses descriptive qualitative methods to analyze the data. According to Sugiyono (in Handayani, 2014), there are three activities for the analysis of data in descriptive qualitative research. Such operations include data reduction, data display and conclusion

drawing/ verification. The researcher split the data analysis activity into three activities: data reduction, data display and conclusion drawing.

Data reduction means the process of selecting, identifying, classifying and coding data that are deemed to be important. In this research, the researcher select data obtained at the time of research regarding the teachers' perceptions on the use of Disney movies as English language teaching media for young learners, and then the data classifies and choose simply.

The second is data display. The data were in the form of a paragraph, narrative, or table. Data display refers to the presentation of data that has been reduced in the form of patterns. It allows the researcher to understand the results. While presenting the data, the researcher explains the data that has been reduced to a sentence type. Sugiyono (in Handayani, 2014) claimed that narrative text is the most frequent mode of show data in qualitative research. The purpose of narrative text is to classified information about teachers' perceptions on the use of Disney movies as English language teaching media for young learners then conclusions were presented in form of narrative text. The data are analyzed and described qualitatively.

The final step is the conclusion drawing and verification. In qualitative research, the essence of the conclusion is temporary. This can adjust if the researcher does not find clear evidence to help the next data collection process. However, if the conclusion in the previous results can be seen to be valid and consistent as the researcher returns to the field, the conclusion is then credible. For this research, the researcher draws conclusions about teachers' perceptions on the use of Disney movies as English language teaching media for young learners from displayed data.

C. FINDING

The findings presented in this chapter were based on the research problem which focus on the teachers' perceptions on the use of Disney movies as English language teaching media for young learners. The findings of interview are presented in description coordinated to the research problem.

The interviews were done with five English teachers chosen purposively from SD Lazuardi Tursina Banyuwangi, SD Islam Al Khairiyah, SD Negeri Sobo, SD Negeri 1 Lateng, and SD Negeri 1 Kapatihan who have role as the respondents of this research. In addition, the interview questions and the answers received are available in the Appendix.

The finding of the teachers' perceptions on the use of Disney movies as English language teaching media for young learners were obtained based on the interview answer with the five English teachers as respondents. The findings of this research provided as follow:

1. Frozen II is a good and interesting ELT media
2. Frozen II is an interested English language teaching media for English young learners.
3. Frozen II provides a suitable material of English for elementary school.
4. Frozen II makes students understand easily the content of the lesson.
5. Frozen II movie provides words and sentences which are often used in daily conversations.
6. Frozen II movie will encourage students' motivation to improve their listening skills.
7. Frozen II movie provides moral value for students.
8. Frozen II movie encourages students to improve their listening skills
9. Frozen II is a good choice as listening-teaching media
10. Teachers recommend Frozen II as English language teaching media for elementary students

D. DISCUSSIONS

Based on the findings, the researcher got the data and analyzed the teachers' perception on the use of Disney movies as English language teaching media for young learners that can be seen in the following description:

Frozen II as ELT Media are important to support the English language teaching learning process in elementary school, both for students, and teachers. Azhar Arsyad (in Sulistyowati, 2015) mentioned four functions of ELT media, namely; a) attentive function which refers to students' attention on the content of the lessons; b) affective function which refers to the students' enjoyment in learning; c) the cognitive function is seen from scientific studies indicating that visual or picture representations facilitate the attainment of objectives to understand and memorize knowledge or messages found in images; d) while the compensatory function is a visual medium that helps students understand and remember material content.

When all four functions of ELT media have been fulfilled by Frozen II, then the benefits of using Frozen II movie as ELT media can be felt. Sudjana and Rifai (in Sulistyowati, 2015) mention that there are some benefits if the teachers use ELT media, in this case Frozen II movie. The benefits in questions are: First, students' learning enthusiasm will increase. It will be happen if the ELT media that is used by teachers is interesting. It proven that Frozen II is interesting ELT media for young learners, in line with the interviews' answer of the teachers. The second benefit is appropriate ELT media make the lesson clearer. It can be proven by the students understanding level. Furthermore, the students can more easily master and achieve teaching goals. Based on the respondents' answer, Frozen II has met this requirement. The third benefits is that the use of Frozen II as ELT media is a form of teachers' creatifity in teaching to avoid students' boredom. Not only those three benefits, the forth, by using Frozen II students can do different learning activities than usual. They not only listen to the teachers' explanation but can also watch the Frozen II, listen the Frozen's songs or play game based on Frozen II.

Based on the function and benefits of using media for English language teaching, it have been mentioned previously that Frozen II provides students with a better understanding. Furthermore, Frozen II can arouse and put students into an environment of pleasure and joy, where their emotional and mental engagement is present. The teachers believe that Frozen II influences students' excitement for more exciting learning and learning environments, which later contributes to an increased understanding of teaching material among students.

E. CONCLUSIONS

Based on the finding of the research, the researcher concludes that teachers perceive that the Frozen II is suitable and recommended ELT media for young learners. Frozen II also fulfills the functions of ELT media, namely; a) attentive b) affective c) cognitive and d) compensatory function. Therefore, the teachers mostly gave positive perception about the use of Frozen II as ELT media in teaching listening. They perceived that Frozen II is interesting and suitable as ELT media for young learners. Therefore, there are some benefits of using Frozen II as ELT Media for young learners. First, students' learning enthusiasm will increase. Second, Frozen II is appropriate ELT media that make the lesson clearer. Third, the use of Frozen II as ELT media avoid students' boredom. Forth, by using Frozen II students can do different learning activities than usual.

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