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ករណីសិក្សានៅវិទ្យាល័យ គោកព្រីង

The Perception on the Use of English Cartoon
Movies with Subtitle for EFL Students on Content
Comprehension: A Case Study at Kuok Pring High
School

A Mini-Thesis

In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

YEAN BUNLENG

December 2021

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The Perception on the Use of English Cartoon Movies with Subtitle for EFL Students on Content Comprehension: A Case Study at Kuok Pring High School

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December 2021

មូលនិយមសង្ខេប

ការសិក្សាកាសាអង់គ្លេសគឺជាកាសាថ្មីមួយដែលសិស្សានុសិស្សត្រូវរៀនក្រៅពីកាសាដើម ដូច្នោះសិស្សអាចមានភាពលំបាកក្នុងការសិក្សា ហេតុដូច្នេះនេះការសិក្សាស្រាវជ្រាវមួយនេះមានគោលបំណងដើម្បីសង្កេតទៅលើការសិក្សាតាមរយៈ ភាពយន្តតុក្កតាខ្លីដែលអមដោយអក្សរកាសាអង់គ្លេសនៅខាងក្រោមជួយជំរុញការយល់នូវអត្ថន័យនៃមាតិកាមេរៀននោះ ដោយប្រើប្រាស់ការយល់ឃើញរបស់សិស្សទៅលើសម្ភារបង្រៀននោះ។ ការសិក្សាស្រាវជ្រាវនេះត្រូវបានប្រើប្រាស់ ការស្រាវជ្រាវបែបគុណវិស័យ ក្នុងករណីសិក្សាមួយដោយផ្អែកលើបរិបទស្ថានភាពអនុវត្តពិត នៅក្នុងវិទ្យាល័យ គោកព្រីង។ ការសិក្សានេះមានអ្នកចូលរួមចំនួន ៧នាក់ដោយរើសយកពីសំណាកសិស្ស ៥៥នាក់ ក្នុងកម្រិតថ្នាក់ Elementary ដែលពួកគាត់មានបទពិសោធន៍សិក្សាជាមួយនឹងមេរៀនមួយ ដែលប្រើប្រាស់វីដេអូតុក្កតាអមដោយកាសាអង់គ្លេស។ លទ្ធផលនៃការសិក្សាមួយនេះបានរកឃើញថា សិស្សមានឥរិយាបថរៀនដោយវិជ្ជមានក្នុងការរៀនដោយមើលវីដេអូតុក្កតាអមដោយកាសាអង់គ្លេស។ ការសិក្សាមួយនេះបានអភិវឌ្ឍ វាក្យស័ព្ទ ៣ក្បួន ៣ក្បួនថ្មីៗ, ឃ្លាងឃ្លា, សំនួនវាហា, ការបញ្ចេញសម្លេង តាមរយៈវីដេអូដែលបានរៀន។ លើសពីនោះទៀត វាក៏ជួយ ជំរុញនិងអភិវឌ្ឍជំនាញនៃកាសាមួយចំនួនដូចជា ជំនាញស្តាប់ និង និយាយ ក្នុងនោះដែរសិស្សក៏ក្លាយទៅជាសិស្សមួយដែលជាអ្នកស្តាប់ដ៏សកម្ម នៅពេលដែលពួកគេរស់នៅក្នុងជីវិតរស់នៅប្រចាំថ្ងៃ ដោយសារពួកគេមានបទពិសោធន៍ជាមួយការស្តាប់ ការបញ្ចេញសម្លេងហើយនិងការទទួលយកកាសាពីវីដេអូ។ ក្រៅពីនេះទៅទៀតសិស្សមានភាពសកម្ម ក្លាហាន ក្នុងការនិយាយកាសាអង់គ្លេស ដោយយកពាក្យ ឬឃ្លាងឃ្លានៅក្នុងវីដេអូមកអនុវត្តនិយាយ។ លើសពីនោះទៅទៀតសិស្សក៏អាចយកអ្វីដែលពួកគាត់រៀនក្នុងថ្នាក់មកអនុវត្ត ទាំងនៅក្នុងថ្នាក់ និងក្រៅថ្នាក់រៀន នៅពេលពួកគាត់ទំនេរ។ សិស្សភាគច្រើន មានចំណាប់អារម្មណ៍និងជំរុញការសិក្សារបស់គាត់ក្នុងការរៀនកាសាអង់គ្លេស តាមរយៈវីដេអូតុក្កតាអមដោយអក្សរអង់គ្លេសពីព្រោះវាបានផ្តល់ឱ្យនូវសម្ភារសិក្សាមួយដែលគាត់អាចទទួលបានកាសាបាន ដើម្បីជំរុញពួកគាត់ឱ្យយល់នូវមាតិកានៃមេរៀនតាមរយៈវីដេអូភាពយន្តនោះ។

ABSTRACT

This study aims to investigate the students' perception on the use of English cartoon movies with subtitle for EFL students on content comprehension. The study was employed qualitative research design by using a case study method to contextualize the real situation at Kouk Pring High school. There were seven students among fifty-five participants who studied at Elementary level via the experience of watching English cartoon in real class by randomly selected in order to interview for the data. The result found that the students had positive attitude after they learnt English through the video. It improved students' vocabularies, phrases, idioms, pronunciation via the audio and subtitle. Moreover, it enhanced the learners to improve language skills like speaking and listening, and the students can be an active listener in the real context because they've experienced from pronunciation in the video. Beside this, the students were active to practice speaking with others by using the phrases or vocabularies in the video to discuss. Furthermore, the students can apply what they learned in the class to practice inside and outside the class when they had free time. Mostly, the students felt interested and motivated in learning English through the cartoon because it provided the authentic material in order to lead them in understanding the content of the movie.

Keywords: English cartoon movie, Cartoon movie, Video teaching, Audio visual, Subtitle, Content comprehension, Language proficiency, EFL class

SUPERVISOR’S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master’s Degree of Education in Mentoring

Name of candidate: YEAN BUNLENG

Title of thesis: The perception on the use of English cartoon movies with subtitle for EFL students on content comprehension: Case study at Kuok Pring High School

This is to certify that the research carried out for the above titled master’s thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): SUN SOMARA

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**YEAN BUNLENG**” hereby present entitled “The perception on the use of English cartoon movies with subtitle for EFL students on content comprehension: Case study at Kuok Pring High School” for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

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Figure 1: Type of audio-visual

Figure 2: The cone of learning

List of Abbreviations

ASEAN : The Association of South East Asian Nations

EFL : English for Foreign Language

ELL : English Language Learner

MoEYS : Ministry of Education, Youth and Sport

NGS : New Generation School

UNTAC : United Nation Transitional Authority in Cambodia

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

English is one of the most preferred foreign language, and it is also used for both international business and education. Tsui and Tollefson (2007) have seek out on the use of English language in Cambodia because there were two political events. One reason was the era of the United Nations Transitional Authority in Cambodia (1992-1993) and another was for ASEAN integrated in 1999. By this chance, English is a subject included in the public-school curriculum and taught as a foreign language (EFL). The Ministry of Education, Youth, and Sports (MoEYS) started to introduce English in the curriculum from lower-secondary schools to education institutions after the 1993 UNTAC-sponsored elections (MoEYS, 2013). Anyways, Igawa (2008) showed that English is the major language for the people all over the world, so they can communicate their idea. It is also important for today's world because learning foreign language provides more chances for youth like basic skill supporting and increases cross culture understanding and enjoyment on the global market job. Moreover, foreign language has been recognized and played an important role in higher education and labor market in Cambodia. Nowadays, many educators try to find many strategies to help learners with style of learning and activities in acquiring the language. So, in new era of education in 21st century education has been developed from day-to-day event in general public school and private school, beside this New Generation Schools have include new teaching materials and teaching methodology. So, each class was decorated with new technology as teaching materials like smart TV, LCD projector, Slide presentation that enhance teaching, learning and assessment (MoEYS, 2016). Additionally, according to Rasul, Bukhsh, and Batool (2011) audio-visuals material are very important and helpful tool in educational systems and may make

lessons more effective. In addition, audio-visuals can support students to gain knowledge in depth and detail because the use of it could make a good environment even for the teacher and students. The students appreciate with the lesson more when the teacher provides enjoyable teaching material to make the class more interesting. Relatedly, one study found that by watching videos, learners were able to understand the target vocabulary holistically via context in order to make a good communication with others because learners feel familiar with the relate vocabulary to their conversation (Karami, 2019). Moreover, according Wang (2014) showed that there are three goals of using English video and a teaching material like: first, it is the development of EFL learners of language skill as a particular skill on listening and speaking, second, video teaching cultivated students' competence of intercultural communication, third, it is a modern teaching tool to cultivate students' aesthetic value and let them appreciate English video of aesthetic value.

Hence, videos or movie is a part of audio visual material which classified by Sola (2014)

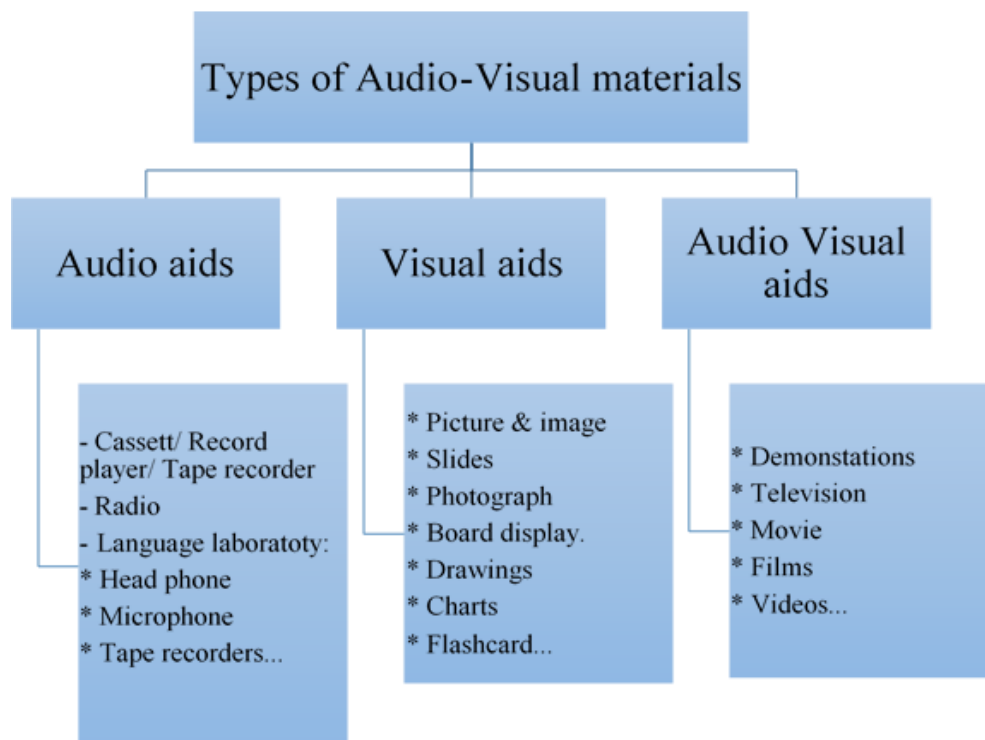


Figure 1: Types of audio-visual

1.2 Statement of the Problem

According to the research from Um, Tubsree, and Surasin (2013) stated that in Cambodian context, there are some challenges for most students on reading comprehension because of the level of difficulty in reading English. Therefore, the source of reading anxiety was linguistic of the language in the texts like: the difficulty of vocabulary, unfamiliar topics, uninteresting topics, lengthy and detailed texts and the complicated of grammatical structure.

In order to help learners, develop language skills Gilakjani and Sabouri (2016) suggest that teachers should provide materials based on student needs. Additionally, they recommend using authentic listening materials with students in order to help learners understand natural speech uttered by native speakers. These should include different types of input such as lectures, radio, news, films, television programs, announcements, everyday conversation, and interviews.

So, it is the problem for the students on vocabulary and content comprehension. According to BavaHarji, Alavi, and Letchumanan (2014) studied on the use of caption instruction video on the students' perception on content comprehension, vocabulary comprehension, and language proficiency. As a result, they suggested for new researcher to elicit students' feedback on the types of materials (videos) they would like to view or consider on learning strategies.

1.3 Research Purposes

The purpose of this paper, researcher seek out the teaching material to enhance students' comprehension instead of using only the text for reading. Hence, researcher tried to find something to entertain students and get some benefits from it even it is new for class in rural area. Otherwise, the teaching material in this research mainly focus on English

cartoon movie which include subtitle, it may draw students' attention and interest in EFL class. Especially, students can see the activities instead of unknown vocabulary.

1.4 Research Objectives

This research on how the use of English cartoon movie with subtitle may enhance content comprehension has one objective:

- To check the students' perception on the use of English cartoon movie with subtitle in their English language classes to enhance their content comprehension, vocabulary competence, language proficiency, and engagement.

1.5 Research Questions

In order to achieve this objective, this research attempted to answer the following questions:

1. What are the students' perceptions on the use of English cartoon movie with subtitle for their content comprehension?
2. What are the students' perceptions on the use of English cartoon movie with subtitle to enhance vocabulary competence?
3. What are students' perceptions on the use of English cartoon movie with subtitle to enhance their language proficiency?
4. What are the students' perceptions on the use of English cartoon movie with subtitle for their engagement?

1.6 Significance of the Study

The result of this research would be firstly useful for the teacher to apply teaching material (videos) to the class in order to achieve language proficiency like: (content comprehension, vocabulary comprehension, phrases...). Secondly, it would be useful for the students' interest in learning the language and they have an opportunity to see and hear through the videos. Thirdly, this research would provide a recommendation for the school principal to arrange the schedule for English teachers to have time using English cartoon in their class.

1.7 Operational Definition of Key Terms

Cartoon movie are the video which can be used to make the learning experience more concrete, more realistic and more dynamic.

CHAPTER 2: LITERATURE REVIEW

2.1 Definition of key term

According to Arsyad (2009) cartoon video can visualize the object movement with natural or appropriate sound. It visualizes live picture and also include the sound make video as the interesting media.

2.2 Cone of learning

To the cone of experience from Dale (1946) developed this theory in order to demonstrate the percentage of knowledge that learners get from teaching tools. The below graph represents on something that learner tend to remember from what they experience through teaching tool and activities.



Figure 2: The cone of learning

2.3 The previous study of using English video in EFL class

2.3.1 Content comprehension

The use of the video with subtitle was the pedagogical tool for teaching because it may improve listening comprehension skill for second language learners, especially, if the video include subtitle, it may increase language comprehension and lead to add more cognitive competence (Danan, 2004). Moreover, the effective mode of instruction than text for presenting real-life situations in order to enhance the learner's comprehension, retention and satisfaction (Choi and Johnson, 2007). In another study among English and Management students, it was reported that digital video promoted the contextual aspects of learning, as well as the emotional involvement in the entire learning process (South et al. 2008; Hakkarainen et al. 2007).

2.3.2 Vocabulary comprehension

Vocabularies were the necessary aspect in teaching and learning the language, as Edward as cited in Ulfa, Salim, and Permana (2017) stated that vocabulary is one of the important factors in all language teaching, students must continually be learning words as they learn structure and as they practice sound system. YILDIZ (2017); Kabooha (2016) showed that English movie could help learners to improve vocabulary, phrase, and colloquial expression. Hence, it was the rich resource in EFL class. Moreover, Hasanah and Mirza (2016) found that cartoon movie could help students to improve vocabulary in daily activities like nouns, adjective, and verb because of the example given on cartoon movie. In addition, the research from Harji, Woods, and Alavi (2010); Ulfa et al. (2017) added that the use of movie with subtitle is the best way to improve vocabulary as foreign language and better gained with the culture if comparing to learning without subtitle. In addition, Kusumaningrum (2015) found that pupils' vocabulary can be improved by using English

movies in the classroom when teaching English as a foreign language to senior high school students. Therefore, the students not only have a good time while studying, but they also pick up new terminology from the movie they are watching. In that, the teacher asked the students to write the strange word (new words) through the subtitle in the movie for them, and after watching movie the teacher asked the students to share the words to other students with what they learned from the movie. Moreover, Khoshniyat and Dowlatabadi as cited in Albiladi, Abdeen, and Lincoln (2018) believed that ELLs can achieve the benefit from English movies by gaining access to huge vocabulary lists, grammar, and other language abilities that will help them improve their English ability.

2.3.3 Language proficiency

According to Hadryanti and Narius (2016) stated that using short movie was a technique in teaching speaking that the teacher let students to watch the cartoon at the beginning of the class and then let them retelling the story for the class, it provided some benefits like: improving students' confident to talk, increase the chances for students to practice speaking, and develop students' cognitive and social competence. Another one from Hayati and Mohmedi (2011) stated that film or videos with subtitle in target language could facilitate students more on listening comprehension because students have opportunity to receive both visual and auditory message one time, so it was an effective in developing listening comprehension ever. Moreover, Kusumaningrum (2015) found the advantage from English cartoon movie that it could be an attractive strategy to teach English for high school students. And it also could be used to teach listening, speaking, and writing. Beside the language skill, it provided the fun learning environment to teach grammar and vocabulary to the students also.

2.3.4 Students' engagement

Learners could be interested in the class that include movie for language acquisition, anyways, it enhanced students' motivation to learn the language. As a result, it was known that students have positive attitude to improve the language (Kabooha, 2016). Even movie could take students' interest, the teacher should prepare the important of planning useful and meaning task for students. Moreover, Choi (2007) stated that the use of video was helpful to enhance students' understanding and retention because it made them pay more attention and motivation to learn further. Moreover, it would made them have a varies kind of emotional experience. Furthermore, another research paper in Jakarta (Rayasa, 2018) found that learning through English movie could get students' motivation and enjoyable because it provided an authentic language and difference input like: auditory input (natural pronunciation, everyday vocabulary, spoken grammar, idiom, and slang) and visual input (gesture, setting...).

2.4 The perception of the use of English movie with subtitle

Another study investigated students' self-reported use of English language videos. The study suggests that students believe watching videos in English is very helpful and beneficial to develop listening skills, whether inside or outside of the classroom, but it indicated that watching English video should have a place of EFL learning (Metruk, 2018). The study of students' perception by using video, they have known that video is a great material for listening assessment because it provides the information as reality, meaningful, and real-life context. Sulaiman, Muhammad, Ganapathy, Khairuddin, and Othman (2017) found that the vast majority of students were motivated by the use of audio-visual materials in teaching and learning process. Moreover, Nurhasanah (2020) stated that the students' clarification on English movie in EFL class could increase their pronunciation. Anyways,

it could motivate and getting the interest from the students in learning pronunciation in English.

Anyways, another research on teachers' perception found the use of audio-visual devices reveals that it may enhance learner self-confidence and motivate learners (Rezaie & Barani, 2011). The utilization of audio-visuals can enhance and stimulate learners and allow for retention of the lessons, beside this, the teachers believe in teaching the students with a richness and variety of resources and materials not to confuse them, but rather to make the most of our potential as teachers for engaging students with language (Kakar & Naureen, 2017).

Moreover, one research on the use of film in EFL class in Saudi Arabia showed that the teachers and students feel positive on those materials, but the teacher could give the film appropriately with learning activities. Unless, it would not give the beneficial for the students (Kabooha, 2016). Furthermore, according to Ismaili (2013) looked on how FL teachers felt about using movies as a teaching technique. As a result, teachers feel that movies can be used to help ELLs increase their language abilities by facilitating the learning process, improving the learning environment, and encouraging more student-teacher and student-student conversations.

2.5 The challenges of video in EFL class

According to one book which is about Communicative Language Teaching, Richards (2006) explained that there are some disadvantages of using authentic material (video) in the class. It contained the difficult language, not relevant vocabulary item, and complex language structure which made the problem for the learners. Beside this, Danan (2004) reported that there were many language teachers concern on the use of audio-visual materials in their teaching, because the subtitle in the video could annoy students' attention,

especially for lower-level learner. By the ways, the students did not pay attention on spoken language but they always pay attention on written language (subtitle).

2.6 Summary of the chapter

To summary, the review of the literature showed some academic and social benefits of using English movies to teach and learn English in EFL class. The researchers indicate that using English movies during language classes was an effective impact for English learning strategy. Beside this, there are some challenges for the teachers to use this teaching material in English class which are not familiar with every lessons. Moreover, in each video did not present the level exactly to suit the students' competency (EX: Beginner level, Elementary level...)

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

The researcher in the current study employed only qualitative method, Fraenkel and Wallen (2012), which refers to investigate and seek out the quality of relationship, activities, situation, or materials. By the ways, it mainly describing the attitude or behavior of people. Furthermore, the researcher used case study method, Fraenkel and Wallen (2012), which is a research strategy and an empirical inquiry that investigates a phenomenon within its real-life context of a particular place or thing, so in this research was contextualize in Kouk Pring High School. A case, according to some scholars, is not simply a person or scenario that can be easily identified (e.g., a specific person, classroom, organization, or project).

3.2 Sample Size and Sampling Technique

The participant in this study consists of 7 students who experienced with English cartoon movie with subtitle in order to check students' perception on the use of English cartoon to address all research questions. Therefore, the participants were selected by simple random technique, 7 among 55 students in elementary level of 2020-2021 academic year were interviewed by the researcher through Zoom cloud meeting interview with the question guide.

3.3 Research Instrument

At this stage, the researcher employed in-depth interview to the students who experienced with English cartoon video in their class. Thus, the researcher used themes of content comprehension, vocabulary competence, language proficiency, and engagement to form the question guide in order to interview the students to seek out students' perceptions on the use of English cartoon movie in their class.

3.4 Data Collection Procedure

In the process of data collection, first stage the researcher come to Kouk Pring New Generation School in order to ask for a permission and explain the information and the purpose of the research to the school principal. Then, the researcher asked a permission from English teachers and the students before collecting the information from them. Next, the researcher explains the reason why this research conducted here and why all participants were choose in this research. Moreover, the researcher explained the ethical consideration to all the participants for their information to keep as confidentiality without showing their names in the research paper.

The second stage, the researcher conducted in-depth interview through existing literature by focusing on the question guide of the advantage of English cartoon movie with subtitle like content comprehension, vocabulary competence, language proficiency, and students' engagement. Beside this, the researcher let the respondent to show their difficulty and suggestion. The interview took about thirty minutes for each student to share the information.

3.5 Data Analysis

In order to analyses the data in qualitative design, the researcher transcribed by data thematic analysis that was a technique that enables researchers to study human behavior indirectly by analyzing communications (Fraenkel and Wallen, 2012) .The researcher used themes of content comprehension, vocabulary competence, language proficiency, and engagement to check out the person's or group's conscious and unconscious beliefs, attitudes, values, and ideas often are revealed in their communications . The process of thematic analysis in this paper after getting the information from the interview. There were 6 steps of thematic analysis like Familiarization, Generating Initial Codes, Searching for

themes, Reviewing Themes, Defining and naming themes, and Producing the report (Virginia and Victoria, 2006).

3.6 Ethical Considerations

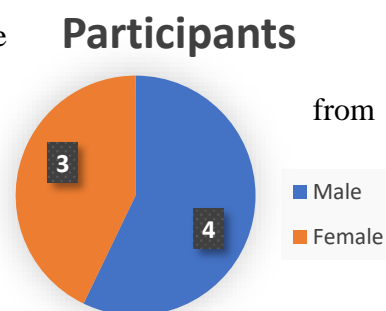
This study would conduct while applying ethical practices, such as confidentiality and anonymity. All selected respondents would be informed about the study and would be asked to give their consent to participate in it. To obtain valid consent, the study would use an introductory statement at the start of each student to ask permission from them. This study would not ask for the name of respondents, which shows anonymity in the study. Respondents would also be able to skip questions or withdraw from the study at any time. With the concern of plagiarism and copyrights issue, researcher tried to contact the author of the instrument which would be adopted in this study.

CHAPTER 4: RESULTS/FINDINGS

In this chapter will show the result of the paper which presents from the data analysis. Therefore, the result in this study has presented the evidence from the participant through in-dept interview. There are six parts of the result category which are demographic information, content comprehension, vocabulary competence, language proficiency, students' engagement and students' challenge and suggestion.

4.1 Demographic information of participants

The present study conducted through qualitative research method. The researcher collected the information 7 students (4 male students and 3 female students) who studied in Elementary level and they experienced with English cartoon movie.



4.2 Content comprehension

The first research question asked about students' perception towards English cartoon movie with subtitle. Based on the responses from students, who experienced in learning English via English cartoon showed that it could facilitate them in understanding the main concept of the movie even if they could not comprehend it full of the story but they can reflect from the title of movie within the action of the character. On the other hand, one female and one male student said that they cannot comprehend the content of the whole story because they cannot catch up all the characters' speeches, but it provided the real animated picture, subtitle, and the voice related to the subtitle. So, they can observe the action of the characters within glaring at the subtitle a little bit. This could make them understand the story about. Not only one male and female stated above but five out of seven also explained what they understand the concept of the movie from the animated pictures,

because it was not abstract for them but it was a real thing that they can reflect to their real life. Moreover, it was from the subtitle below the story also help them in the right way to translate the meaning of the story to action of the characters.

“After watching that cartoon, I feel that I understand the content of the movie and the value of the story like watching in native language even in English language. The reason that I understand the content of the story, first, I have to observe the picture in the movie. And while observing the picture, I also pay attention to listen. If I can’t hear it clearly, I can look at the subtitle below the movie.” (S3, age 16)

To sum up, English cartoon with subtitle could help learners to understand the content of the whole story. Even if, learners had less vocabulary or phrase but they could facilitate themselves into the language and take out the animated pictures and the English words from the movie to help them in understanding the concept of the story.

4.3 Vocabulary competence

The second research question asked about students’ perception on English cartoon with subtitle to enhance vocabulary competence. Based on the respondents’ information, all of them from S1 to S7 claimed that after they watched cartoon movie with subtitle it could help them improve and develop their vocabulary and new phrases from the native speaker, even if, it extremely talking fast of each word and phrase from the characters of the cartoon.

Moreover, S1 represented as one male students among seven of the respondents showed that English cartoon not only improved his vocabularies and phrases but it also developed his pronunciation. According to his information, he claimed that when he cannot listen to the word of the characters in the video, he reversed it back again to be clear of the pronunciation.

“I’m really interested in learning English through English videos because it lets me know some vocabulary and it’s easy to remember those words. The way to remember because I can see the picture and hear the sound. By the way, I cannot pronounce words like a native speaker to all the word because we are not a native speaker but I can pronounce about 70 % of the words.” (S1, age 17)

In addition, S5 represented of one female student added that she could learn new vocabulary from the video in the real context. It made her active in taking note the word that she interested in order to find the definition of the word in the dictionary. Especially, she added that she could learn the grammar from the video also. Because of the video presented the activity in the past, so she could learn the phrase of past simple and the time expression of past simple.

“Honestly, I really like to learn English through watching cartoons because it could develop my vocabulary, grammar in the context of the movie. I have learned some past tense phrases and past time expression.” (S5, age 17)

To sum up, according to all respondents who participated in interview found that learning English through watching English cartoon with subtitle really enhanced them in vocabulary competence, phrases, pronunciations, and also the grammar in the context of the cartoon.

4.4 Language proficiency

The third research question asked about students’ perception on English cartoon with subtitle to enhanced their language proficiency. Based on the result of four respondents among seven found that English cartoon with subtitle could enhance listening skill among others. The reason that listening was available for them because when they watch the movie, they had to pay attention on the audio and the pictures to make them understand the story.

“When I watch the cartoon, it encourages me to be active in listening in order to get the point of main idea of the story. Especially, I facilitate myself with the audio from a native speaker” (S2 and S5, age 17)

Additionally, one female student among seven stated that it positively developed her speaking skill because she practiced some phrases that she learnt from the cartoon with her peer. She practiced what she remembered to other both in and outside the class. By the way, it was not easy for her to practice it because of the difficulty of the language like long sentences, phrases.

In conclusion, to answer the third question of English cartoon could enhance the language proficiency for learners has a positive increase learners' listening and speaking skill.

4.5 Students' engagement

The fourth question asked about the students' perception on the use of English cartoon to enhance students' engagement. Five out of seven showed that they were really interested on the magic cartoon that they watch in the class because it entertained them to reduce boredom while learning. Anyways, they have time to discuss about the movie to find out moral value of the movie.

"I'm really interested to watch this kind of movie, because I like it. The reason that I like it, because it is not only let me learn but it also entertains me while learning in order to make the class happier. Other students and I really enjoy it so much because it is a new thing for us in the class even if I have watched it before." (S6, age 18)

Furthermore, one female student said that it really motivated her to learn English more because of the video were extremely clear both picture and sound. She added that she wants to learn it when she has free time not only English cartoon but she also learns short English conversation through other media like YouTube, or Facebook because it provided her some benefits.

"I have watched it before but mostly in Khmer but this time in English. I have watched it at home, school, and the library. The cartoons that I've watched are magic and comedy. When I have free time and I'm bored. I've never known that I could learn from it only entertains. But after this class, I will use my free time

to learn English more through other media like YouTube or Facebook, because I have seen many English videos” (S7, age 17)

In conclusion, to answer the fourth question found that English cartoon influenced the students in positive attitude to this kind of materials in their class. Because it could reduce students' boredom while they learn English. By the ways, the students used the experience from class to practice it when they have free time.

4.6 Students' challenges and suggestions

Even the English cartoon provided some benefits in learning English to EFL class but it had some challenges to the students. The challenges that they face while learning via the video are the barrier of the vocabularies, phrases, and idioms. Based on the S1, S3, S4, S5, S7 showed that they had the problem with the new vocabularies, phrases in the video even they tried to check it in the dictionary but they could not find its real meaning.

“Oooh..., it is really difficult for me teacher, there are a lot of difficult phrases. Sometimes, I cannot find the meaning of the word to make me understand the phrase of characters' speech. Maybe, it is from the ability of my language...Hmm” (S5, age 17)

“The obstacle when I watched English cartoon is new vocabularies that it annoyed me to check the dictionary all the time while watching. So, when I came back home, I watched it again. If I don't understand, I can reverse the video back and forth” (S3, age 16)

Moreover, two males and one female raise up the difficulty of watching English movie about the ability of slow learners toward English cartoon. When they watch the video individually, it took them get nothing from the video. They just only watch the video to entertain and make fun. S3, S5 and S7 said that some points of the video were difficult to understand the language of the characters' speech. So, it made them feel lost the point some parts of the video.

- **Students' suggestion**

According to the result of respondents with the difficulty of learning English via English cartoon with subtitle. There were some difficulties of vocabularies, phrases, or idioms, the teacher should provide related vocabularied, phrases, or idiom for the students to make them easy to catch up the meaning of the story well. By the way, four among seven said that the teacher should teach them more vocabulary in order to make them familiar with it to be easy in watching the video.

Furthermore, one male student said that in order to help slow learners learn English cartoon better, he suggested the teacher to watch the video by the group. In each group, the teacher should choose fast learner at least one or two in order to help while they have what to ask.

CHAPTER 5: DISCUSSION

The result from the students found that it could facilitate them in understanding the main concept of the movie and also help learners through animated pictures and the English words from the movie to help them in understanding the concept of the story. This result was consistent with Danan (2004) stated that video includes a subtitle, which may increase language comprehension and lead to add more cognitive competence. By the way, to compare with students' scores on content comprehension, the participants who got interviewed passed the test as the statistic. There were 5 students (71.42%) who got the score above the average score, and 2 students (28.57%) got the score below the average.

Based on the result of students' perception on learning English through English cartoon movie with subtitle found that learning English through watching English cartoon with subtitle really enhanced them in vocabulary competence, phrases, pronunciations, and also the grammar in the context of the cartoon. This finding is consistent with YILDIZ (2017); Kabooha (2016) stated that English movie could help learners to improve vocabulary, phrase, and colloquial expression because it was a rich resource to use in EFL class to learn the language. Hasanah and Mirza (2016); Kusumaningrum (2015) which stated that cartoon movie could help students to improve vocabulary in daily activities like nouns, adjective, and verb because of the example given on cartoon movie. Harji et al. (2010); Ulfa et al. (2017) added that the use of movie with subtitle was the best way to improve vocabulary as foreign language and better gained with the culture. Especially, Albiladi et al. (2018) believed that ELLs can benefit from English movies by gaining access to huge vocabulary lists, grammar, and other language abilities that will help them improve their English ability. Despite the fact that extensive study has been done to understand the value of incorporating media into the language classroom and the language learning

experience in general, there has been little research done on the usefulness of watching movies in particular.

According to the respondents' result on English cartoon toward language proficiency found that English cartoon with subtitle could enhance listening skill among other skills. The reason that listening was available for them because when they watch the movie, they had to pay attention on the audio and the pictures to make them understand the story. In addition, it positively developed learners' speaking skill because they could some phrases that they learnt from the cartoon with their peer. They could practice what they remembered to others both in and outside the class. This finding was in line with Hayati and Mohmedi (2011); Kusumaningrum (2015); Ismaili (2013) stated that film or videos with subtitle in target language could facilitate students more on listening comprehension because students have opportunity to receive both visual and auditory message one time, so it was an effective in developing listening comprehension ever. Hadryanti and Narius (2016) stated that using short movie was a technique in teaching speaking that the teacher let students to watch the cartoon at the beginning of the class and then let them retelling the story for the class, it provided some benefits like: improving students' confident to talk, increase the chances for students to practice speaking, and develop students' cognitive and social competence. Metruk (2018) stated that watching videos in English is very helpful and beneficial to develop listening skills, whether inside or outside of the classroom.

The result of learning English through English cartoon movie found that English cartoon influenced the students in positive interest, attitude and motivation to this kind of materials in their class. Because it could reduce students' boredom while they learn English. By the ways, the students used the experience from class to practice it when they had free time. By the way, it could help learners to learn further from the media. This result was consistent with Choi (2007) which stated that the use of video was helpful to enhance

students' understanding and retention because it made them pay more attention and motivation to learn further. Rayasa (2018) stated that learning through English movie could get students' motivation and enjoyable because it provided an authentic language and difference input like: auditory input and visual input.

The challenges of learning English from the movie found that the students had some difficulties with level of the language in the videos because there were some difficulties of vocabularies, phrases, or idioms, the teacher should provide related vocabularied, phrases, or idiom for the students to make them easy to catch up the meaning of the story well. By the way, four among seven said that the teacher should teach them more vocabulary in order to make them familiar with it to be easy in watching the video. Therefore, this fining is similarly to Richards (2006) explained that there are some disadvantages of using authentic material (video) in the class. The videos contained the difficult language, not relevant vocabulary item, and complex language structure which made the problem for the learners.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

6.1 Conclusion

English cartoon was known as the video that provide both auditory and visual aim to entertain and learning. This present study aimed to identify the students' perception towards learning English through English cartoon with subtitle. The result indicated that English cartoon provide most students on vocabulary, phrases, and other idiom effectively. Especially, the video could provide the students the real pronunciation to make students familiar with native language. Beside this, students could improve their language skill such as listening and speaking skill because the video motivate them to be active in speaking and discussing with other students. Moreover, it helped the students to be active listener because when they watched the video, it made them concentrate and observe the character's speech with the subtitle below.

In addition, English cartoon could engage the students to participate in EFL class because it provided the authentic language through auditory and visual image for them to be easy in understanding. Moreover, it also gave the students' experience in class and they could motivate learners to watch it inside and outside the class.

In conclusion, English cartoon movie provided the positive effect on content comprehension. There were many aspects to make the learner achieve such as vocabulary, phrases, idioms, pronunciations, subtitles, animated pictures in the video.

6.2 Limitations of the Study

There were some limitations in this study to scope my study. First, the research sample only presents to the Elementary level class at Kouk Pring High school where located Svay Prohout village, Kouk Pring commune, Svay Chrum distric, Svay Rieng province so, it cannot generalize to the whole school. Second, this study planned to collect data both

Beginner and Elementary level. Unfortunately, there was only one level that experienced with English cartoon with subtitle, so the researcher could not conduct it with planned respondents. Third, this study mainly focused on students' perception toward learning English through English cartoon with subtitle. The variable of this study focuses on content comprehension, vocabulary competence, language proficiency, and students' engagement. The finding cannot be generalized for all schools in the whole country, it specifically represented only the sample school.

6.3 Recommendations

Implication: The result of this finding can be useful for the teachers and educators to find out and prepare audio-visual as the teaching material to teach their students in order to let their students get more attention and joyful in their language class. In addition, it provides the information for the Pedagogical school to provide the training for the teacher-trainee and the teachers to use teaching methodology how to use video to teach EFL class as a practical tool.

Further research: This study done with students' perception for only one level with students who have a little experience with English video. Hence, further research should use over four or five English cartoon movies with subtitle with the students before checking students' perception. Moreover, the next researcher should conduct the next research by using a big sample side of respondent in the difference level or grade in order to get the deeply information from the students.

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APPENDIX I: INTRODUCTION LETTER

YEAN BUNLENG

CAMBODIA

Dear respondent,

A LETTER OF REQUEST ON QUESTIONNAIRE RESPONSES.

I am a student at New Generation Pedagogical Research Center, doing masters of Education Pedagogical degree in New Generation Pedagogical Research Center. I am required to do a research and write a report on the “The Perception on the Use of English Cartoon Movies with Subtitle for EFL Students on Content Comprehension: A Case Study at Kuok Pring High School”. The information collected will be kept confidential and used for academic work only. A copy of final report could be availed on request.

Thank you in advance!

Yours faithfully,

YEAN BUNLENG

APPENDIX II: QUESTION GUIDE IN ENGLISH

1. Have you ever watched English cartoon movie? What kind of movies that you watched?
2. Could you please tell your feeling regarding on English cartoon in your English class?
3. How do you think it is helpful when you learn English by watching cartoon? Why or why not?
4. Does an English cartoon make you more engaged in doing activity actively in the class? Why?
5. Does English cartoon help you to improve language skill? Why or why not?
6. Does English Cartoon help you learn more on vocabulary or phrase? Why or why not?
7. Does English cartoon help you on content comprehension? Why or why not?
8. What are the challenges when you learn English by watching English cartoon?
9. Do you have any suggestion for your teacher in English class with English cartoon? What are they?

បញ្ជីសំណួរសម្ភាសន៍ជាភាសាខ្មែរ

១. តើប្អូនធ្លាប់បានទស្សនាភាពយន្តតុក្កតាជាភាសាអង់គ្លេសដែរឬទេ? តើភាពយន្តនោះជាប្រភេទភាពយន្តអ្វី?
២. សូមប្អូនបង្ហាញពីអារម្មណ៍របស់ប្អូននៅពេលដែលប្អូនទស្សនាភាពយន្តតុក្កតាជាភាសាអង់គ្លេសនៅក្នុងថ្នាក់រៀន។
៣. តើប្អូនគិតថាវាមានសារៈប្រយោជន៍ទេនៅពេលដែលប្អូនបានសិក្សាភាសាអង់គ្លេសដោយមើលភាពយន្តតុក្កតាជាភាសាអង់គ្លេស? ហេតុអ្វី/ ហេតុអ្វីមិន?
៤. តើភាពយន្តតុក្កតាជាភាសាអង់គ្លេសធ្វើជម្រុញអារម្មណ៍ឱ្យប្អូនមានសកម្មភាពយ៉ាងសកម្មនៅក្នុងថ្នាក់ដែរទេ? ហេតុអ្វី?
៥. តើភាពយន្តតុក្កតាជាភាសាអង់គ្លេសជួយប្អូនឱ្យអភិវឌ្ឍនូវជំនាញភាសាដែរឬទេ? ហេតុអ្វី/ ហេតុអ្វីមិន?
៦. តើភាពយន្តតុក្កតាជាភាសាអង់គ្លេសជួយប្អូនឱ្យអភិវឌ្ឍនូវពាក្យ និងឃ្លាថ្មីៗដែរឬទេ? ហេតុអ្វី/ ហេតុអ្វីមិន?
៧. តើភាពយន្តតុក្កតាជាភាសាអង់គ្លេសជួយប្អូនឱ្យយល់បាននូវខ្លឹមសាររបស់មាតិកានៃមេរៀនដែរឬទេ? ហេតុអ្វី/ ហេតុអ្វីមិន?
៨. តើមានផលលំបាកអ្វីខ្លះនូវពេលប្អូនសិក្សាភាសាអង់គ្លេសជាមួយភាពយន្តតុក្កតាជាភាសាអង់គ្លេស?
៩. តើប្អូនមានសំណូមពរអ្វីខ្លះដល់គ្រូបង្រៀនរបស់ប្អូននៅពេលដែលគាត់បង្រៀនដោយលើកយកភាពយន្តតុក្កតាជាភាសាអង់គ្លេសមកបង្រៀន?

ពាក្យសុំធ្វើការសម្ភាសន៍

ខ្ញុំបាទឈ្មោះ **យាន ម៉ីនលេង** អតីតជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សា គរុកោសល្យនៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ ខ្ញុំបាទកំពុងតែធ្វើការសិក្សាស្រាវជ្រាវមួយ ក្រោមប្រធានបទ**“ការយល់ឃើញទៅលើការប្រើប្រាស់ភាពយន្តតុក្កតាខ្លីៗជាភាសា អង់គ្លេសអមដោយអក្សរក្នុងភាសាបរទេសជួយក្នុងការយល់អត្ថន័យអត្ថបទ”** ដែលវាជាសារណាថ្នាក់អនុបណ្ឌិតរបស់ខ្ញុំ។

គោលបំណងនៃការសិក្សានេះគឺដើម្បីស្វែងយល់ពីការយល់ឃើញរបស់សិស្សអំពីសម្ភារៈ

ឧបទ្វេសមួយដែលប្រភេទ ភាពយន្តតុក្កតាកំសាន្តខ្លីៗដែល និយាយជាភាសាអង់គ្លេស អមដោយអក្សរ ដែលវាជាផ្នែកមួយនៃការជម្រុញការចូលរួមរបស់សិស្សក្នុងការសិក្សា។ ការរកឃើញនេះនឹងផ្តល់ព័ត៌មាន សំខាន់ៗ និងជាឯកសារយោងដែលមានមូលដ្ឋានលើភស្តុតាងសម្រាប់អ្នកពាក់ព័ន្ធផ្នែកអប់រំរួមមានអ្នក គ្រប់គ្រង គ្រូបង្រៀន អ្នកបង្កើតគោលនយោបាយ ក៏ដូចជាគ្រឹះស្ថានសិក្សាផងដែរ។ វាអាចជួយគ្រូ បង្រៀនភាសាអង់គ្លេសនិងអ្នកពាក់ព័ន្ធផ្នែកអប់រំឱ្យទទួលបានការយល់ដឹងកាន់តែច្បាស់អំពីសម្ភារៈ ឧបទ្វេសមួយក្នុងការបង្រៀន ម៉្យាងវិញទៀតការសិក្សានេះអាចនឹងក្លាយទៅជាឯកសារយោងដ៏សំខាន់ សម្រាប់ការស្រាវជ្រាវបន្ថែមទៀតលើប្រធានបទនេះ ដែលនឹងផ្តល់អត្ថប្រយោជន៍ជាច្រើនដល់សិស្ស/ និស្សិត គ្រូបង្រៀន ក៏ដូចជាស្ថាប័នពាក់ព័ន្ធ។

ប្រសិនបើសិស្សានុសិស្សចូលរួមក្នុងការសម្ភាសន៍ នោះសិស្សានុសិស្សនឹងត្រូវសួរនូវសំណួរមួយ ចំនួនទាក់ទងនឹងប្រធានបទស្រាវជ្រាវ។ ក្នុងសំណួរនីមួយៗអាចចំណាយពេលពី ៣ ទៅ៥ នាទី ដូចនេះ ការសម្ភាសន៍ អាចចំណាយពេលប្រហែល ៣០ នាទី។ អំឡុងពេលសម្ភាសន៍ ខ្ញុំនឹងថតសម្លេងដើម្បីជា ភាពងាយស្រួល។ ឈ្មោះរបស់សិស្សានុសិស្សនឹងមិនត្រូវបានបង្ហាញក្នុងការស្រាវជ្រាវទេ បើគ្មានការ អនុញ្ញាតពីសិស្សានុសិស្ស ការថតសម្លេងនេះគ្រាន់ជាជំនួយសម្រាប់ខ្ញុំបាទក្នុងការបកស្រាយទិន្នន័យ។

ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់ដែលអាចប្រើប្រាស់បាន។ វាមិនមែនជាតេស្ត ហើយក៏គ្មានចម្លើយខុសឬត្រូវដែរ។ ព័ត៌មានរបស់សិស្សានុសិស្សទាំងអស់គ្នា ពិតជាមានសារៈសំខាន់ណាស់សម្រាប់ខ្ញុំ ហើយខ្ញុំសង្ឃឹមថាសិស្សានុសិស្សទាំងអស់គ្នា អាចចូលរួមជាមួយការសិក្សាស្រាវជ្រាវនេះ។ វាជាជម្រើសរបស់សិស្សានុសិស្សបើទោះបីជាសិស្សានុសិស្សចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើសិស្សានុសិស្ស ជ្រើសរើសចូលរួមជាមួយការសិក្សាសិស្សានុសិស្សមានសិទ្ធិមិនឆ្លើយសំណួរណាមួយ ឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់ចំណុចណាមួយក៏បាន។

គោលបំណង របស់ការស្រាវជ្រាវបានពន្យល់យ៉ាងច្បាស់ដោយអ្នកស្រាវជ្រាវ ហើយខ្ញុំនឹងចូលរួមក្នុងការសិក្សាស្រាវជ្រាវមួយនេះ។ ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬ មិនឆ្លើយនូវសំណួរណាមួយ ដោយគ្មានពិន័យអ្វីទាំងអស់។

អ្នកចូលរួម


កាលបរិច្ឆេទ: _____

ហត្ថលេខា: _____

ឈ្មោះ: _____

អ្នកស្រាវជ្រាវ

កាលបរិច្ឆេទ: __០៤. សីហា. ២០២១__

ហត្ថលេខា:  _____

ឈ្មោះ: _____ យាន ប៊ុនលេង _____

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