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The Effect of Watching Elio Movie on Improving Vocabulary of Students at IPB Cirebon

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ABSTRAK
Penelitian ini bertujuan untuk menganalisis pemanfaatan film animasi Elio sebagai media dalam pembelajaran kosakata bahasa Inggris, dengan fokus pada penguasaan kata benda (nouns), pada mahasiswa Institut Prima Bangsa Cirebon. Penelitian ini menerapkan pendekatan kualitatif deskriptif dengan pengumpulan data melalui catatan kosakata (vocabulary recording) dan wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa film animasi Elio berperan dalam membantu mahasiswa mengenali serta memahami kosakata baru melalui dukungan visual, dialog, dan penggunaan subtitle bahasa Inggris. Dengan demikian, film animasi dapat dipandang sebagai media yang efektif dalam mendukung pembelajaran kosakata bahasa Inggris secara kontekstual.

Kata Kunci: Film animasi, kosakata bahasa Inggris, subtitle bahasa Inggris

ABSTRACT
This study examines the use of the animated film Elio as a medium for learning English vocabulary, particularly nouns, among students of IPB Cirebon. A descriptive qualitative approach was employed, with data collected through vocabulary note sheets and semi-structured interviews. The findings reveal that the film helps students discover new nouns, understand their meanings through visual context and dialogue, and improve vocabulary retention. Visual elements and English subtitles support vocabulary noticing and comprehension. Overall, Elio is an effective medium for enhancing students' mastery of English nouns in a contextual and engaging learning environment.

Keywords: Animated film, English vocabulary, English subtitle

INTRODUCTION

Language is most important communication tool in human life to convey ideas, feelings, and information (Hussain & Khan, 2024). Especially English which functions as an international language. But, a person will not be able to use a language without first mastering its vocabulary (Hartini & Suri Ardini, 2024). Vocabulary is not only for understanding the content of written and spoken texts, but also for communicating effectively and improving the ability to speak and write correctly. Without sufficient vocabulary, IPB Cirebon students will have difficulty speaking and understanding the meaning of texts. According to I. S. P. Nation (2022), vocabulary is a major part of every language learning skill, whether reading, writing, listening or speaking.

In today's digital and globalization era, audiovisual media is now increasingly easy for students to access, including English-language films which are of great interest to students in improving their language skills. Films provide an authentic language experience, with precise pronounciation, and vocabulary that is not found in books. According to Alharthi (2020), watching films in a language with subtitle plays a roll in increasing vocabulary, both in terms of memorization and recognition. According to Kurokawa et al. (2024), it was also concluded that students found English language films easier to understand to improve their vocabulary in an authentic context.

When watching films, students often encounter many unfamiliar words rarely encountered in formal or informal learning environments. This presents a huge challenge for them. According to Akbar Umar & Bulkis Maghfirah Mannong (2023) , concluded that the use of films can have a good impact on improving vocabulary mastery and learning motivation in students of all ages. Regularly watching films in English can help them remember and have a significant positive impact.

Animated films are a visual communication medium that combines moving images and song to convey a story to the audience. English animated films are effective for improving vocabulary, because they are easy to understand and visually appealing (Akbar Umar & Bulkis Maghfirah Mannong, 2023). With the help of movies, students can search through the platform to find many English cartoons (Azzahra, 2023).

In this study, the focus of vocabulary learning is limited to nouns (content words). Nouns are selected because they frequently appear in film dialogues and are strongly supported by visual elements, making them easier for learners to notice, comprehend, and remember. According to I. S. P. Nation (2022), nouns are often

among the first types of vocabulary acquired by language learners due to their concrete meanings and close association with visual representations. In animated films, nouns related to characters, objects, places, and events are visually reinforced, which enhances learners' vocabulary comprehension and retention.

The Elio film was chosen as the object of research based on academic and teaching considerations. With an engaging storyline and clear use of English, this film can be an effective resource for students comprehension, listening, and vocabulary enhancement (Akbar Umar & Bulkis Maghfirah Mannong, 2023). According to Bakar (2023), this study shows that the use of films with English subtitles has a significant influence on improving vocabulary**.**

The film Elio tells the story of the main character named Elio Solis, an eleven year old boy who lives in loneliness and feels he has no place in the world. He has a strong imagination and a keen interest in outer space. He is accidentally abducted by aliens and taken to an interplanetary organization called the communiverse. In that place, he is considered as a representative of Earth and must carry out intergalactic diplomatic missions. An adventure and science fiction film that raises themes of self-awareness, courage, and understanding the importance of being something.

This study focus on analyzing the influence of watching the film "Elio" on improving vocabulary comprehension and mastery. Focusing on students at IPB Cirebon, the findings are expected to contribute new insights into the application of film media in English language learning in indonesia.

Based on the reviewed theories and previous studies, this research focuses on analyzing the use of the animated film Elio as a medium for learning English vocabulary, particularly nouns, with the support of visual elements and English subtitles among students of IPB Cirebon.

Although several previous studies have examined the use of animated films in English vocabulary learning, the majority of these studies still focus on vocabulary in general and have not specifically discussed the mastery of vocabulary in the form of nouns. In addition, most existing studies use a quantitative approach, while studies with a qualitative approach that explore students' experiences and learning strategies through animated films are still relatively limited, especially in the context of students at IPB Cirebon. Therefore, this study was conducted to bridge this research gap by examining the use of the animated film Elio as a medium for learning English vocabulary, especially nouns, for students at IPB Cirebon.

RESEARCH METHOD

Research Participant

The sample for this study consisted of first-semester English Literature students at IPB Cirebon who were planning to watch the film Elio. The sample was selected through pursosive sampling, consisting of those willing to be interviewed, experienced in watching Englih-language films, and possesing basic English vocabulary. The study was conducted by several English Literature students, adhering to qualitative research principles that emphasize data depth over the number of participants (Wutich et al., 2024).

Research location

This research was conducted on the IPB Cirebon, in a classroom equipped with adequate screens and audio for film screenings. Semi-structured interviews were also conducted in a classroom or a free space on campus after the film screening. This location was chosen to allow participants to watch and contribute to the research in a conducive and controlled environment.

Statistical Analysis

This research was conducted qualitatively using a descriptive qualitative method. This research design examines how student learn English vocabulary incidentally by watching animated films. According to Kheryadi & Permata (2022), qualitative research is a research approach that aims to explore and understand various phenomena experienced by research subject, such as behaviour, motivation, perception, and actions, through descriptive descriptions in the form of words and language adapted to the natural context. This method helps to better understand background conditions by providing an explanation of a situation naturally without any manipulation of variables. This is on line with was conveyed by Arif et al. (2023), in the descriptive qualitative method, data collection is carried out through narratives and information that describe phenomena naturally or according to actual conditions.

In the data collection process, the researcher used two research tools: vocabulary note sheets, and semi-structured interviews to obtain an overview of the participants' views and understanding of the phenomenon being studied (Amalia & Sulistyani, 2025). Before the film screening, the researcher asked students to note down the vocabulary during the viewing process. Semi-structured interviews were conducted after the film viewing to explore student' perceptions and experiences regarding the role of film in improving vocabulary. According to John w. creswell (2023), semi-structured interviews allow researchers to gain a deeper

understanding of participants learning experiences by exploring their reflections, perspectives, and personal expressions within the context of qualitative research.

FINDINGS

The results showed that the Institue Prima Bangsa Cirebon students participating in this study gained English vocabulary learning experience through watching the animated film Elio. All students reported that while watching the film, they discovered new vocabulary, particularly nouns related to the characters, objects, places, and events depicted. The vocabulary acquired was generally concrete and supported by animated visuals, making it easier for students to recognize and remember the vocabulary. This finding is supported by the interview results. One participant stated "There were a few vocabulary words I discovered, but most of them were more related to new situations I'd never encountered before. For example, interstellar space, communiverse, council. The visuals really helped me understand the meaning." (T)

The finding was also supported by the vocabulary notes taken by the students after watching the film. The notes revealed that the vocabulary recorded was dominated by nouns related to outer space themes, such as *spaceship, communiverse, mission, and space station*. One of the students explicitly noted these words in the vocabulary note as newly learned items after watching the film. These words were noted because they were considered unfamiliar, appeared clearly in the dialogue, and were reinforced by the concrete animated visuals.

Furthermore, the students reported that the use of animated films provided a more contextual and interesting learning experience. The combination of animated visuals, dialogue between characters, and the storyline helped students understand the meaning of vocabulary indirectly through the context of the story, so that the vocabulary learning process did not rely solely on written explanations. One participant explained, "Through the characters' expressions and pronunciation, I could understand new vocabulary that I had not known before." (L)

However, students also experienced difficulty understanding certain vocabulary, particularly when the dialogue was delivered at a fast pace or contained unfamiliar terms. To overcome these challenges, students utilized animated visuals and English subtitles. The visuals helped interpret the vocabulary's meaning concretely, while the subtitles helped link the sounds and written forms of the vocabulary and enhanced comprehension of the dialogue. . The finding is supported by the following participant's statement that "At first, I focused more on the characters' dialogue. However, because my understanding of the storyline was still limited, I then used subtitles to help improve my comprehension."(A)

Overall, the results of this study indicate that the animated film Elio is an effective medium for English vocabulary learning for IPB Cirebon students because it supports the process of discovering new vocabulary, understanding vocabulary meaning, and providing a contextual learning experience.

DISCUSSIONS

The result of the study indicate that the use of the animated film Elio has a positive impact on IPB Cirebon students' English vocabulary learning, particularly in mastering nouns, These findings have significant theoritical implications for noticing theory and the concept of audiovisual input-based vocabulary learning.

According to the noticing theory proposed by I. S. P. Nation (2022), the vocabulary acquisition process begins when learners consciously pay attention to the form and meaning words. In the context of this study, the animated film Elio serves as a noticing stimulus through the repeated appearance of nouns in dialogue, reinforced by concrete visual representations, thus facilitating learners' recognition and processing of vocabulary.

From the perspective of audiovisual input theory, the combination of visual and audio elements in animated films allows for multimodal processing of vocabulary meaning. Consistent with the findings of Akbar Umar & Bulkis Maghfirah Mannong (2023), animated films provide meaningful context that helps learners understand vocabulary without relying on direct translation. Further more, the narrative context, including the storyline, character expressions, and setting, serves as meaningful clues that strengthen contextual vocabulary comprehension (Annisa et al., 2025; Kurokawa et al., 2024).

The presence of English subtitles also plays a role in strengthening the noticing process by enabling learners to link the spoken and written forms of vocabulary simultaneously. This process supports input processing through more than one cognitive channel, as explained in dual coding theory, and contributes to improved vocabulary comprehension and retention (Harefa et al., 2025; Alharthi, 2020).

However, challenges such as the speed of dialogue and the occurrence of unfamiliar vocabulary remained. To overcome these challenges, learners employed various supporting strategies, including guessing meaning based on context, repeating certain scenes, and utilizing dictionaries. Theoretically, these findings confirm that animated films are capable of integrating noticing, audiovisual input, and incidental vocabulary learning into a single contextual learning experience, thus potentially being effective for teaching English vocabulary that focuses on meaning and context.

CONCLUSION

The research results and discussion concluded that the use of the animated film Elio positively contributed to IPB Cirebon students' English vocabulary learning, particularly in mastering nouns. The animated film presented meaningful visual contexts and dialogue, this helping students discover, understand, and remember new vocabulary more optimally.

The animated visuals and clear storyline supported vocabulary noticing, while the use of English subtitles helped students connect the spoken and written forms of vocabulary. Furthermore, student implemented various vocabulary learning strategies, such as taking notes and interpreting word meanings based on the visual context and dialogue. This demonstrated students' active involvement in the vocabulary learning process.

Vocabulary learning through animated films not only contributed to improved comprehension but also supported long-term vocabulary retention. Therefore, the animated film Elio can be used as an effective learning medium to improve English vocabulary mastery, particularly nouns, in an authentic and meaningful language learning context.

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