

CHAPTER I

INTRODUCTION

A. The Background of the Study

Listening is one of the most important language skills in the teaching and learning process. As stated by Rost (1994) listening is very important for language learning because it provides input and it is very important for the development of students' and it plays an important role in the development of students' language. This means listening is an activity of conveying information so this is very important in the teaching and learning process. It is supposed by John Field (2008) states that listening in the language classroom was almost entirely subordinated to the presentation of new items of language. It can be concluded that listening is vital in language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking.

However one of the hardest skills to learn is listening. Many students find it difficult to understand what the native speaker is talking about. This statement has been supported by Tee and Fah (2005), Problem existing in the student poor mastery of English listening skill is most of them having short attention span and lack of motivation. These factors make EFL students are uninterested in learning English. In planning a listening skills lesson, the teacher must be able to create a fun learning atmosphere for students. For example, by choosing the students' favorite learning media, the teacher can make it more easy for the students to understand the material.

Movie is one type of media that can be used for listening as it supports sound. Film/movie, video, or DVD are examples of audio-visual media that can be used to teach listening, according to Harmer (2007). Movies or films provide moving images, sound, and spoken language that can be used to develop listening abilities. Furthermore, Movie or video can enhance listening comprehension by providing learners with contextually rich, high interest, authentic, and cultural appropriate communicative situation (Schwartz, 1998). Movie can be excellent media to use because the students watch movie as an entertainment.

Teaching listening is one of part of education activities. The teacher has obligation to teach students how to get meaning from something that has been listened. The teacher should provide students with the skills and knowledge necessary to listen to the text with easy and enjoyment so that the learning process can achieve its objective. Students understand the material in the text with a focus on listening. Teaching and learning listening is the ability to make an effort to hear spoken English.

Listening can be done by using a media which is supported by sound, like film. According to Harmer (2007), audio-visual such as film/movie, video or DVD can be used as media in learning listening. Movies or films provide moving images, sound, and spoken language that can be used to develop listening abilities. Furthermore, A movie or video can improve listening comprehension by putting students in authentic, high-interest, contextually rich, and socially relevant communicative situations (Schwartz, 1998). Movie can be excellent media to use because the students watch movie as an entertainment. Besides,

Lowe (2004) in Dwiyan (2002) also mentions that the animated movie helps improve the student's attention, engagement, and motivation.

There are so many media that can be used in teaching and learning listening. One of them can be from videos or films. Since film provides an audio-visual aid in listening activities, it has more effective for listening than other types of teaching media. In line with Hruby (2010), said that audio-visual media such as movie can increase student motivation and make students active, happy and enthusiastic when doing listening exercises which can influence students to participate more in teaching learning process when listening. This implies that visual engagement in listening learning is very effective in helping students understand listening material.

Based on the researcher's experience in teacher training program PLP 1 and 2 in MTs Negeri 2 Medan. The preliminary data was gathered that the English teacher at the eight grade also has applied many media in teaching and learning process. One of the media that used by the English teacher is English animated movie. The researcher conducted preliminary observation at MTsN 2 Medan. Based on observation, the students had low score in listening skill, the score showed below :

Table 1.2 Students' Listening in Recount Text Scores of the Eight Grade

No	Students Score	The Number of Students	Percentage
1.	<75	20	62,5%
2.	> 75	12	37,5%
	Total	32	100%

Source : The students' score of MTs Negeri 2 Medan at the eight grade 2023/2024

From the data based on observation, most of the students still get scores below the criteria of minimum mastery (KKM) 70. It finds that only 37,5% or 12 students of 32 students who get the score above the criteria of minimum mastery, while the others 32 students (62,5%) get the score below criteria. So the researcher conclude that student had a negative or bad perception from listening because the teacher used conventional learning media such as used audio and made the students not interest to learning listening and get low score. It can be concluded that the students have a bad perception.

Based on the research conducted by Zein (2019), He found that the implementation of interactive animation video for teaching extensive listening can create an interesting, unborning, fun, and enjoyable class and students are giving positive information and good perception on the use of interactive animation video for teaching extensive. In a study by Yulianti (2023) explore that the use of animated films gets good perceptions from students or positive perceptions. They become happier learning English and are motivated to learn English to master various skills in listening, writing and reading animated films.

animated film. Another study by Rohmah & Hakim (2021) explore that the students had a positive perception of animated video. Students' response they agreed about their feel easier understanding to the lesson when the teacher used animation video of recount text.

It is clear from the description above that using movies or videos to teach listening is a successful strategy. But, how do the students feel about the media the teacher uses during the teaching and learning process? When employing an animation movie as the media, do students gain more understanding of it? What do the students think of the media that is used? The media is it good for the lesson? Additionally, schools are places where students from many backgrounds—financial, familial, religious, traditional, and psychological—come to learn and develop their skills, perceptions, and interests. Different aspects can bring up different perceptions about the lesson they received, the material that is given by the teacher and the media that used by the teacher in delivering the lesson.

In terms of psychological perspectives, Different student perceptions are an interesting phenomenon, because everyone has different perceptions of the same object that been caused by many background factors. Perception is the first step in how a person interacts with their environment. Perception is a human individual's subjective way of evaluating the object. The perception is typically a vision or understanding of how someone thought of something. Perception is important because a person and other behaviors aren't the same on the same object.

Student's perception of using animated movie in teaching listening recount text may be different for every student. It can be caused by their different background aspects. Some students might believe that using an animated movie to listen to the text is a good strategy that is a good way, useful, interesting, and attractive in listening recount text. While some students might believe that using animated movies is not a good thing, useless, not interesting, and less attractive.

Based on the different perception among the students, The researcher is interested in analyzing and observing the students' perceptions. It is needed because she must understand how her students feel and react to the media that she employs in her role as a teacher. Since, as was previously indicated, perception is one component of psychological backgrounds that perception is one aspect of psychological background that can has the different result.

B. The Problems of the Study

Based on the description of the background of the study stated above, the research problems are formulated as follows:

1. What are the students' perceptions of using English animated movie in listening recount text at eight grade of MTsN 2 Medan?
2. What are the factors affecting of students' perceptions of using English animated movie in listening recount text at eight grade of MTsN 2 Medan?

C. The Objectives of the Study

Based on the above research question, the researcher formulates some objectives of study as follows:

1. To investigate the students' perceptions of using English animated movie in listening recount text at eight grade of MTsN 2 Medan.
2. To know the factors affecting of students' perceptions of using English animated movie in listening recount text at eight grade of MTsN 2 Medan.

D. The Scopes of the Study

There are many learning media in classroom teaching, such as movie, tape recorder, podcast, or music. However, this research is only focus on the use of English animated movie. Besides, there are for skills that must be possessed on English language mastery including writing, reading, speaking, and listening, but this study is limited to listening skill only. Moreover, there are many genres in listening, such as recount text, narrative text, procedure text, report text, explanation text, and more. But the genre in this study is limited to the recount text genre analysis on the use of English animated movie.

E. The Significances of the Study

The significances of this research are expected to give benefit both theoretically and practically :

1. Theoretically

Theoretically, researcher hopes this research will provide reader with useful information about the student's perception on the use of English animated movie in listening recount text. This research should be used as a reference regarding of using English animated movie as a media in learning listening, especially listening recount text. Besides

that, the result of this research can give some additional input of using English animated movie as a media in learning listening.

2. Practically

- a. For the teachers, the teachers will be able to use English animated movie in the class as a media for helping students in practicing their listening skill in learning process. the teacher can also use different media while teaching listening but be more careful about the media that used in the classroom.
- b. For the students, the students can use English animated movie as a media for practicing listening and enjoy the listening learning process.
- c. For the researchers, this research can be a reference for them to make their research more complete or better in the future.