

# CHAPTER I

## INTRODUCTION

This chapter provides the background of the research, the problem of the research, objectives of the study, scope and limitation of the study, the significance of the study and definition of key terms.

### **A. Background of The Study**

The English language has become a global means of communication, essential in various domains such as education, business, and technology. There are some skills should be mastered by students. They are listening, speaking, writing and reading. For students, proficiency in English, particularly in listening skills, is crucial for academic and professional success. According to Ramadani (2023) states that even though English language is important. Listening skill is one of the fundamental skills in learning English and is crucial for students. Listening not only aids students in understanding the language holistically but also builds a foundation for effective communication. However, developing this skill can be challenging for junior high school students.

Based on the researcher's observation during teaching assistance program in MTSN 1 Kota Kediri. The researcher gave "fill the blank" type of the test with 10 blank words for the material about narrative text. In this task, the students listen to an audio recording about short conversation between two people and fill in the blank in a written text based on what they heard. Based on the test administered by 35 students in 8G class, the researcher found that the students' listening skill of eight grade students are still low. It can be proven by the results revealed a stark disparity in performance level. Only 2 students managed to achieve a good score,

which is about 5,7 % of the total. Meanwhile, 94,3 % of the students can not achieve of the expected scores. This result is quite concerning and raises several questions, such as whether the test was too difficult, the teaching methods were less effective, or the students were underprepared.

The one of the instruments for learning media that can be utilized to make learning more engaging for students and provides a new atmosphere is animation. Specifically in Indonesia, research by Sari & Aminatun (2021) demonstrated that using animated movies can increase students' interest and attention toward English material, positively impacting their listening abilities. Disney movie in particular, with their broad appeal and extensive linguistic content are a potentially useful resource for improving language acquisition (Antony & Santhi, 2024). Many Disney movie have been used as a media in language learning many times (Manurip & Katemba, 2023). In addition based on the research from Utama (2024), animation movie combines lively animation, motion graphic and a structured plot. Movie become more popular as preferred learning media in English language learning. Yunita et al. (2023) added that scenes when watching animation movie can be a positive response of students in assessing listening competence.

Disney movies are considered an effective media for English language learning, specifically in improving listening skills. Disney animated films have become an integral part of many people's lives, including junior high school students. Based on the data from statista.com, the viewer of Disney in 2025 are 125 million, With captivating stories, iconic characters, and memorable songs, Disney movies offer entertaining media. Disney films not only feature rich

English dialogue in engaging contexts but also present stories that can motivate students to listen and understand English more naturally. The familiarity of characters and storylines also makes Disney movies an excellent resource for motivating learning and facilitating language comprehension. Disney movies often feature easily comprehensible English and engaging animations that can help students understand context and vocabulary. One language skill that can be significantly enhanced through Disney movies is listening comprehension. Active listening involves focused attention on the conveyed message. In language learning, listening aids in understanding meaning, grasping details, and responding appropriately.

There are studies related about the media like animation movie for influencing listening skill. the researcher highlight several main studies that are used as references as Yunita et al. (2023) evaluated that the effectiveness of animation movie is improving first grade student to enhance their listening abilities due to their engaging nature, which made learning enjoyable. In addition Saroh et al. (2023) also stated that students' could get benefit from watching English animation movie in order to improve their listening skills, it indicated that English animation movie helped students in understanding the plot. Meanwhile Manurip & Katemba (2023)also conducted research to find out whether watching Disney movie may improve EFL college students' listening comprehension and the way their respond toward the Disney movie.

The similarities between this study and the previous studies are to investigate animation movie as a tool in their listening skill. meanwhile, there is also gap in this study, which is that this study find out students' perception on

Disney animation movie in their listening skill, especially for junior high school. beside that this study categorized the result of perception based on the factors from Robbins & Judge (2013). The research is expected to provide insights into students' perceptions of engaging learning media and also evaluate the extent to which Disney movies can motivate students to learn English and how they appreciate these films in the context of language learning.

### **B. Research Problem**

Based on the background of the study above, the problem in this research can be formulated as “What are the students’ perception on Disney animation movie in their listening skill?”

### **C. Research Objective**

Based on the research problem above, the research objective is to find out the students’ perception on Disney animation movie in listening skill.

### **D. The Scope and Limitation**

This study will focus on exploring junior high school students’ perception regarding the use of Disney movies to enhance their listening skills in English. The participants of this study are limited to a select group of junior high school students. It will be took the perception of 5 students in junior high school who ever watched Disney animation movie and 35 students of 8G class students at MTsN 1 Kota Kediri.

## **E. The Significance of the Study**

The significances of this study are following as:

### **1. For Students**

Focusing on students' perception, the study brings attention to the importance of learner engagement and motivation in language acquisition. It encourages the use of materials that students find enjoyable and accessible, potentially helping them overcome challenges in developing listening skills. Using the familiar media in learning environment can make language learning less intimidating and more comfortable.

### **2. For English Teacher**

The study provides insights into how Disney movie as relevant media can be utilized to motivate students and enhance their listening comprehension in English. Based on students' perception of using popular movies from Disney in the classroom, teachers can develop lesson plans that incorporate audio-visual materials to make language learning more enjoyable.

### **3. For Researcher**

This study contributes to the growing body of research on using media in language learning, specifically focusing on Disney movies as a topic in the context of junior high school English education. It provides a foundation for future studies that may explore similar audio-visual resources in other language skills or age groups. Additionally, this research fills a gap by examining not only the effectiveness of multimedia but also students' subjective experiences and motivations, encouraging more research into student-centered perspectives in language education.

## **F. Definition of Key Terms**

### **1. Students' Perception**

Refers to the attitudes, perception and subjective thoughts expressed by Junior high school students regarding their experiences with using Disney movies as a tool to improve their English listening skill. This includes their views on the effectiveness, enjoyment and challenges they associate with learning through Disney movies.

### **2. Disney Movie**

Refers to animated or live-action films produced by The Walt Disney Company, known for their engaging stories, characters, and family-friendly themes. In this study, Disney movies are used as an audio-visual medium to facilitate English listening activities for junior high school students, leveraging their familiar and relatable content to enhance language engagement.

### **3. Listening Skill**

The ability to effectively perceive, interpret, and understand spoken English language. In the context of this study, listening skill development involves the improvement of comprehension through exposure to spoken dialogue, accents, intonation, and expressions presented in Disney movies, which aim to provide a natural, enjoyable context for learning.