

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents about the key terms of this study such as students' perception, listening skill and Disney movie. It also contains about the previous study that related to this topic.

A. Students' Perception

1. Definition of Perception

Based on the basic definition, students' ideas as their belief, thought, or judgement on a certain issue can called as perception. This perception are influenced by a variety of internal and external circumstances that make one student of other is different. Robbins & Judge (2013) explain perception is the process through which people organize and interpret sensory information to make sense of their surroundings. However, what individuals perceive might differ significantly from objective reality. Following it, Brown (2001) defines perception as recognizing and interpreting sensory information. In addition, Vygotsky (1978) emphasizes how social interaction affects attitudes, claiming that learning is cooperative process which understanding develops through discussion and sharing opinion. Students will give benefit for themselves and their peers when they expressing their opinion.

2. Factors of Perception

People may have various perception because certain factors influence the way perception are formed and sometimes distorted. According to Robbins & Judge (2013), there are two factors influence students' perception :

1) Factors in the perceiver :

- a) Attitudes
- b) Motives
- c) Interest
- d) Experience
- e) Expectations

2) Factors in the target

- a) Novelty
- b) Motion
- c) Sounds
- d) Size
- e) Background
- f) Proximity
- g) Similarity

3) Factors in the situation

- a) Time
- b) Work setting
- c) Social setting

The researcher can conclude that students' perception is determined by their beliefs, thoughts, and judgements about specific issues, which are influenced by both internal and external factors. Perception involves the experience of interpreting information about objects, events, and relationships. Social interactions play a significant role in forming perception and attitudes. Internal factors, such as attitudes, personality and motivation occur from

within the individual, while external factors, including environmental, family background and acquired knowledge.

B. Listening Skill

1. The Definition Listening Skill

Learning a new language, the first skill for beginners have to learn is listening skill. The listening skill is a receptive skill. It means that when beginners learn about new language, they receive a new words from what they heard or listened. It is the ability to receive will affect the ability to produce. According to Wulandari (2022) stated that if they are good at listening, they will understand and have a good competency in productive skills such as speaking and writing. According to Brown (2006), listening is a process in which people put the information they have heard into context. It implies that students need to be able to listen well, particularly throughout the teaching and learning process. In the same way Purdy (1997) stated that listening is the active activity of attending, perceiving, understanding, remembering, and reacting to the seeks, concerns, and information communicated by others, both verbally and nonverbally.

2. The Importance of Listening

Listening ability is crucial for both language acquisition and communication. The importance of listening as a comprehension aid and a crucial component in language acquisition has drawn more attention recently. As Ramadani (2023) cited that the most crucial language ability and a component of communication is listening, which allows people to express

thought to others. English is a communication tool these days, particularly during pandemics when online activity is most active. Therefore one of the life skills that every student has to acquire in order to have a competitive edge in the workplace or in education life. In addition, Mendelsohn (1994) stated that the ability to understand what the native speaker when speaking is listening.

3. Type of Listening Skill

Brown (2014) listed the types of listening as follows :

1) Intensive

This involves carefully focusing on the individual elements of language, such as sounds (Phonemes), words, intonation, discourse markers, etc., within a longer segment of speech.

2) Responsive

This type of listening requires understanding a brief of language, like greeting, question, command, or comprehension check, in order to provide a quick and appropriate reply.

3) Selective

Selective listening entails processing longer spoken passages, such as short monologues lasting several minutes, to locate specific information. The goal is not to grasp the overall meaning but to identify particular details within a broader context, such as instructions from a teacher or news reports. Tasks might involve listening for names, number, grammatical forms, or direction on map.

4) Extensive

This is about listening to something long, like a lecture or a conversation, to get the main idea or overall meaning. This type of listening involves grasping the gist, identifying key points, and making inferences.

Listening to develop a top-down, global understanding of spoken language. Global understanding of spoken language. Extensive performance ranges from listening to lengthy lectures to listening to a conversation and deriving a comprehensive message or purpose. Listening for the gist, for the main idea, and making inferences are all part of extensive listening.

While according to Kline (2003) listening is divided into 5 types, as follows :

- 1) This type of listening focuses on fully understanding the message being communicated. The listener is successful when their interpretation of the message closely matches what the speaker intended to convey.
- 2) This involves listening with the goal of supporting someone or strengthening the connection between people.
- 3) Appreciative listening happens when you listen for pleasure, such as enjoying music, liking a speaker's style, or watching your favorite shows or movies. It is defined by the listener's enjoyment rather than the message itself, and what one person appreciates might not be the same for another.
- 4) Critical listening is the skill of evaluating and analyzing what you hear. It is an important area that deserves more focus and study.

5) This is the ability to notice and distinguish different sounds. It is fundamental because it supports all other types of listening. by paying attention to changes in how something is said, such as speed, loudness, tone, pitch, and emphasis the listener can pick up subtle differences in meaning.

The researcher conclude that, listening skill is one abilities should be have especially when learn about new languages. It is not just learning English, but also all of languages. Listening is receptive skill. It means listening is the first process when we want to more understanding and remembering the information. It plays a vital role in understanding and expressing thoughts, particularly in the context of English as a global communication tool. Listening is essential for comprehension and interaction, especially in a world increasingly reliant on online communication. Developing strong listening skill is crucial for students in their education and future carrier. There are various kinds above have different views. Their different perception of listening because they know that different circumstances would necessitate different types of listening. it is important of us to know them, so that we can decide which circumstances and which types of listening should be used based on our situation.

C. Disney Animation Movie

Students' can enrich vocabulary and become more familiar with the language is used. Animation movie has many genres, such as action, comedy, romance, slice of life, etc. one of animation movie is very well known among all

of gender and age is from Disney production. Beside really known as rich of visual that really well suited to accomplish outcomes through listening and speaking activities, animation movie like from Disney also has many moral value inside their story. 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)

From the explanation about Disney animation above, the researcher can conclude movie, particularly animation movie like from Disney, have become increasingly popular as effective learning media in English language acquisition. Watching animation movie positively impacts students' listening competence and helps expand their vocabulary. Animation movie serves as engaging learning tool, creating a dynamic atmosphere, and rich visual content for students motivation, so they can't get bored easily and more interesting to increase their listening ability. Overall, animation movie, especially from Disney, provide a comprehensive way to improve language proficiency.

D. Previous Studies

There are some previous studies related to using Disney animation movie in Listening skill. The first study was conducted by Yunita et al. (2023) on their research journal. The purpose of the study was conducted to find out the effectiveness of using English animation movie to improve students listening skill at SMPN 1 Lingsar. The result shows that the utilization of English animation movie has a significant effect on the listening abilities of first grade students at

SMPN 1 Lingsar because these movie made students highly engaged and like studying the language.

The next previous study was from Saroh et al. (2023), their purpose of the study is to determine whether English animated movies could enhance students' listening achievement at SMA Negeri 1 Driyorejo. The study involved 35 students from the Bahasa class, consisting of 9 males and 26 females. It employed classroom action research with data collected through observations, tests, and questionnaires. The data were analyzed using descriptive qualitative methods, following three stages: pre-cycle, cycle I, and cycle II. The findings demonstrated a significant improvement in students' listening skills through the use of animated movies. This was evident from the comparative results of the pre-test, post-test I, and post-test II. Specifically, the percentage of students who met the minimum score criteria increased from 3% in the pre-test to 46% in post-test I, and then to 77% in post-test II. Based on these results, the researcher concluded that the use of English animated movies effectively enhanced students' listening achievement.

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. Questionnaire was the main data collection tools in this study. The questionnaire, which consist of twenty four questions with five responses on five point scale was distributed to participants through google form. There are 77 respondents from Indonesia public and private universities. Data shows that employing Disney movies as learning aid has received good response from a lot of students. According to some students, watching Disney movie while studying English enhanced their motivation in the

classroom and enhanced critical English language skills including vocabulary, listening comprehension, and speaking English.

Based on the previous studies above, it can be seen that this study focused on students' perception on disney animation movie in listening skill using descriptive qualitative research design. It intended to understand how MTSN 1 Kediri students' perception about watching Disney animaton movie to help them in listening comprehension skill.