

## CHAPTER I

### INTRODUCTION

This chapter presents the Background of the Study, Formulation of the Research Questions, The Purpose of the Study, The Significance of the Study, Scope and Limitation of the research, and Definition of the Key Term.

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

English has become a vital international language in the globalized era, especially in the field of education. Mastering English opens broader access to knowledge, technology, and intercultural communication. In English language learning, there are four primary skills that students must acquire: listening, speaking, reading, and writing. Among these, listening is considered the most fundamental, as it serves as the initial channel through which learners receive input that supports the development of other skills. As Vandergrift (2007) highlights in *Language Teaching Research*, listening plays a central role in language acquisition because it provides the foundation for comprehension and communication.

Despite its importance, listening remains one of the most challenging skills for students in Indonesia to master. This difficulty is often attributed to the lack of access to authentic and engaging listening materials, as well as teaching methods that are still heavily traditional. Many students only experience English listening through mechanical exercises or artificial recordings, which fail to capture the dynamic nature of real-life

communication. Kusni (2019), in *Indonesian EFL Journal*, emphasizes that senior high school students often struggle with listening tasks due to the limited use of varied media and insufficient teacher innovation in delivering content.

In response to these challenges, the integration of multimedia particularly film into English classrooms has gained attention as a more engaging and effective learning tool. Films offer natural language exposure, clear pronunciation, and contextual visual cues that aid students' comprehension. According to Ismaili (2013) in *Procedia - Social and Behavioral Sciences*, incorporating movies into the language classroom significantly improves students' listening comprehension while simultaneously increasing their motivation and interest. Animated films, in particular, are well-suited for teenage learners due to their simple plots, accessible language, and entertaining format.

One example of an animated film that holds potential for use in language instruction is *Luca*, a 2021 production by Pixar Animation Studios. The film explores themes of friendship, courage, and self-acceptance, which resonate strongly with adolescent experiences. It features dialogues in clear, standard American English, making it suitable for EFL learners. In this regard, *Luca* can be seen as a valuable listening resource that combines educational content with entertainment. As Bahrani and Tam (2012) note in *Teaching English with Technology*, selecting appropriate films for language learning

requires careful consideration of both linguistic and psychological aspects of the learner.

Nonetheless, the success of using films in learning does not solely depend on the quality of the film, but also on students' perceptions of its use. Students' attitudes significantly influence their engagement and learning outcomes. Positive perceptions can lead to increased motivation and active participation, whereas negative ones may hinder the learning process. Rahmah (2021), in the *Journal of English Language Teaching and Linguistics*, found that students who had positive perceptions of audiovisual media in learning demonstrated better performance and satisfaction in listening tasks.

Considering these points, this study aims to investigate **students' perceptions of the use of the animated film *Luca* as learning material to enhance English listening skills at MAN 2 Jombang**. The research seeks to explore how students respond to the integration of film in their learning experience, particularly whether they find it helpful, enjoyable, and effective in improving their listening comprehension. The findings of this study are expected to provide valuable insights for English teachers in selecting appropriate media and developing more interactive and student-centered listening activities.

## **B. Formulation of the Research Questions**

Based on the background that has been presented, the problem formulation in this research as follows:

1. How do students perceive the use of the Luca movie as a tool to improve their English listening skills at MAN 2 Jombang?

## **C. Objective of the Study**

The objectives of this study are as follows:

1. To know examine and analyze the students' perceptions of using the Luca movie as a resource to enhance their English listening skills at MAN 2 Jombang.

## **D. Significance of the Study**

This study holds potential significance for several stakeholders as detailed below:

### **a. For Researchers**

This study is anticipated to provide meaningful contributions to future research in the field of English language education, particularly regarding the implementation of audio-visual materials to support listening instruction. It may serve as a valuable point of reference for scholars who aim to examine the use of animated films such as Luca in enhancing listening comprehension among learners of English as a Foreign Language (EFL). Given that listening is frequently identified as one of the most complex skills to master in language acquisition, further research could build upon this study by exploring different media types, learner

backgrounds, or instructional contexts to determine which approaches are most effective.

Additionally, the findings of this research may open avenues for comparative studies that evaluate the effectiveness of various forms of digital media, such as educational videos, movie clips, or series, in improving not only listening but also speaking, vocabulary development, and learner engagement. Researchers may also apply experimental methodologies to assess student outcomes before and after integrating multimedia content into classroom practice, thereby gaining deeper insights into the pedagogical impact of audio-visual tools.

This potential is supported by prior studies. For example, Ismaili (2013), in *Procedia - Social and Behavioral Sciences*, revealed that students exposed to English-language movies showed improved listening performance and were more actively engaged in learning compared to those using traditional materials. Likewise, Ngoc, Dan, and Han (2024), writing in the *European Journal of Alternative Education Studies*, highlighted the positive influence of films on student motivation and learning attitudes, noting that visual storytelling makes language input more authentic and accessible.

Therefore, this research may serve not only as a basis for academic inquiry but also as a practical guide for future studies aiming to integrate film and other visual media into language teaching strategies

b. For Students

By participating in this study, students can become more aware of the advantages of using movies, especially animated films, as a medium for language learning. This may encourage students to engage in more enjoyable and motivating activities, improving their listening abilities while also sparking an interest in language learning through multimedia.

c. For English Teachers

The findings from this research can serve as a useful reference for English teachers who seek to incorporate innovative and engaging learning tools, such as animated films, into their teaching methods. Additionally, teachers will gain insight into student preferences and how students respond to various forms of media in improving their language skills.

d. For Educational Institutions

The findings may assist educational institutions in enhancing their teaching methods by promoting the integration of multimedia resources. This can contribute to the development of more engaging and student-centered teaching practices that cater to the evolving needs and interests of learners.

e. For Curriculum Developers

This research may provide meaningful insights for curriculum designers seeking to update English learning materials by including engaging and relevant media like animated films. The results can guide

how multimedia elements are incorporated into instructional content to improve learners' listening comprehension and increase their interest in the subject. Given the growing role of digital media in students' everyday experiences, aligning educational content with authentic audio-visual resources can help create more effective and relatable learning environments.

### **E. Scope and Limitation of the Study**

This study focuses on examining students' perceptions of the use of the Luca movie as a medium to support English listening comprehension at MAN 2 Jombang. It is limited to the 2024/2025 academic year and involves selected students through purposive sampling.

The study is restricted to listening skills only and does not address other aspects of English language learning. Data collection is conducted through a questionnaire, and the findings are specific to the context of this study and may not be generalized to broader populations.

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

#### **a. Student Perceptions**

Student perceptions refer to the views, opinions, or attitudes held by students towards a specific topic or material. In this study, it pertains to students' evaluations of the use of the animated film *Luca* as a tool for improving their English listening skills. These perceptions include students' feelings about the enjoyment, usefulness, engagement, and perceived effectiveness of the movie in language learning.

b. English Listening Ability

English listening ability refers to the skill of understanding spoken English, which involves the capacity to process, interpret, and respond to spoken language in real-time. Listening comprehension is an essential component of language proficiency and is crucial for communication in both academic and everyday contexts. In the context of this study, it specifically refers to how well students at MAN 2 Jombang are able to understand and interpret spoken English through the *Luca* movie.

c. Multimedia in language learning

Multimedia in Language Learning refers to the use of various forms of media such as audio, visual, and audiovisual materials to enhance language acquisition. These can include movies, videos, music, podcasts, and other digital content. In this study, *Luca* is considered a form of multimedia used to improve students' English listening skills through its combination of visual images and dialogue.

d. An Animated Film

An Animate Film is a movie created using animation techniques, where images are manipulated to appear as moving pictures. *Luca* is an animated film produced by Pixar, which is used as the primary material in this study to facilitate English listening comprehension. Animated films are often chosen in language learning because of their clear



visuals and simple language, making them accessible for learners at various proficiency levels.

e. Listening Comprehension

Listening Comprehension is the ability to understand and interpret spoken language. This includes recognizing words and phrases, understanding their meaning in context, and being able to respond or reflect on what has been heard. In this study, it specifically refers to students' ability to understand the dialogue, tone, rhythm, and context of spoken English in the *Luca* movie.