

CHAPTER II

LITERATURE REVIEW

A. Perception

1. Definition of Perception

The researcher discusses students' perception of English movies in this study. The perception of students towards this method can be seen from the learning activities when online or offline learning. The word perception is an uptake word from the English language that is a perception that has the meaning of observation. Perception is a word that is closely related to human psychology, has been defined in various ways. According to Lindsay and Norman (1997) states that perception as the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to the immediate, relatively unprocessed result of stimulation of sensory receptors in the eyes, ears, noses, tongue, or skin.. Moreover According to Qiong (2017), perception is a sensing activity, integrating and evaluating physical objects and social objects and the sensing depends on physical stimuli and social stimuli in the environment. Sensations from the environment processed together with things that have been studied previously, whether it is in the form of expectations, values, attitudes, memories, and others.

Every human being has a different character and behavior, so humans always have different perceptions. According to Adediwura & Tayo (2007) describe the theories of perception by collecting the explanations of several experts. They define "perception as the way individuals judge or evaluate other people in everyday life". It means that perception appears after people attach to certain stimuli in their sensory memories.

While George & Jones (2012) define that perception is the way a person sees other people and the way other people feel about others.

They also say that perception is the process of selecting, organizing, and interpreting input from their senses (sight, hearing, touch, smell, and taste) to give meaning. This process occurs because there is a stimulus in the sensory system. A person's perception is influenced by previous perceptions and others that remembered in brain. Students' perceptions of certain conditions greatly affect their interest and motivation in learning.

2. Types of Perception

On the perception there are several types. According to Fernández-García et al. (2019) there are two types of perception, they are negative and positive perception, and both are explained in the following description:

1). Positive Perception

Positive perception is a perception that positively explains all informational knowledge (known or unknown). In addition, positive perception is a positive interpretation in which people evaluate something around them. In this case, someone with a positive perception will accept and support the recognized object.

2). Negative Perception

Negative Perception is the perception of negatively or inappropriately explaining information (known or unknown) to a perceived object. In other words, negative perception is a negative interpretation that people value something around them.

In this study, the researcher wanted to know about students' perceptions regarding English movies for listening skills, whether they were positive or negative

3. Factors of Perception

Everyone has a different perception some factors make it different from one another. According to the Chen & Wang (2017) there are two factors that influence someone's perception, those are a follow:

a. Internal Factors

Internal factors are factors that influence from within and the individual. This depends on our psychological factors such as needs, thoughts, feelings, desires, gender, attention, and also motivation.

b. External Factors

External factors are factors that come from outside a person. External factors also affect one's self-perception and the stimulus will be connected through the sense organs or receptors such as sight, sound, hearing, etc. It can be concluded that the individual senses of the organ are as a connector between the individual and the objects in the world.

4. Aspects of Perception

According to Djamarah (2011), there are four aspects of perception. They are (a) feelings happy about an activity without coercion to learn it, (b) student interest in the activity can be in the form of experiences stimulated by the activity itself, (c) attention is about getting students' attention by concentrating or activities on specific observations, and (d) students' involvement in an object causes the person to be happy to learn and feel interested in doing or working on the given learning activities.

To find out students' perception, the researcher use the same question aspect as the journal entitled: teachers' perceptions of writing scientific papers in the Sekadau district (Aunurrahman, et al. 2019).

Table 2.1
The Aspect of Perception

Aspects	Description	Example
Understanding	To determine the extent to which students' understand regarding English movies as a medium	Judge from one's mindset towards this method. If someone already understands it will be seen from the actions and results.

	for listening skills	
Criticism	To find out the shortcomings that exist in the English movies as a medium for listening skill	Judging from the sensitivity, how sensitive at students are to what they feel, what is lacking and can finally give it criticism.

Adopted:Aunurrahman, et al. 2019

With an explanation of the aspect of perception, it can be easier to know what is discussed in this perception. And it turns out from the explanation above that there are only 2 aspects of perceptions of the implementation English movies as media for listening skill, namely understanding and criticism. That way it is easy to know their perception.

5. Students' Perception

Koul et al., (2015) describe how views of students have a role in their learning and serve as mediators. Student perceptions have to do with student beliefs. Fernández-García et al., (2019) define students' beliefs as a relatively stable set of ideas and attitudes about the following, such as how to learn a language, effective teaching strategies, appropriate classroom behavior, their own abilities, and their goals in language learning.

Based on the definition of student perception above, it can be concluded that student perception is their opinion or belief. This is based on something they feel, see, and hear or from their experience which will have a big influence on motivating and guiding them to do or achieve something, especially in the learning process.

B. English Movies

1. Definition of English Movies

English Movies are one of the entertainments that we can find on television, cinema, or even on YouTube. According to Barrisam and

Monahan (2010:2), movie is a story, captured in a set of films which are shown on a screen with certain speed to give the impression of moving. Movie as well as a strategy that can be used to improving listening skill from elementary level to University level, as stated opinion by Sabouri & Zohrabi, (2015) These films are a valuable extension of what we may call language acquisition tools, which have been used to teach students the basics of English learning in elementary and secondary schools and institutes.

Based on the definitions above, the research concludes that the movie is a moving picture that taking by the camera for the cinema, and TV. These movies are a significant addition to what are called as language acquisition tools, which have been used to teach students the basic of English in elementary and secondary schools and institutes.

2. Function English Movies in Learning

Teaching listening is one of the tasks that must be done by teachers/lecturers in teaching English to improve students' ability in English. Listening skill is one of the important items in a person's language proficiency test. Besides that, listening skills are sometimes fun, for example: listening to the radio, listening to English songs, especially watching English movie are also very closely related to listening skills.

In learning English, sometimes students get bored with the way the teacher teaches. There are various techniques that teachers can use to teach reading, writing, speaking, and especially listening. Some teachers think that listening is the easiest skill to teach, so many materials or English handbooks put it at the beginning of the material. Actually, we can use many interesting media to teach them English skills. For example, by using English songs, movies, or maybe chatting in interesting English.

Watching English movies as one of the teaching and learning media in language lessons helps increase students' sensitivity in

understanding language. This is because movies are very interesting and students at all ages like it. There are stories to follow and observe. This makes the teaching and learning process more interesting and enjoyable for both teachers and students.

C. Listening Skills

1. Definition of Listening Skills

Listening is one of the important parts of communication in daily life. For human beings, listening is one of the first communication skills they had. There are many definitions of listening by experts. According to Green (2004), listening involves students to be aware of the topic being spoken and to be able to recall listening information when they are not under time pressures.

While according to Adnan, (n.d.), the process of listening comprehension is divided into two parts: bottom-up and top-down processing. Listeners decode an incoming message by evaluating it at the level of sounds, words, and sentences, which is known as bottom-up processing. Listeners' utilization of background knowledge, such as previous knowledge of the topic, situational or contextual clues stored in our long memory, is referred to as top-down processing. Comprehending something is only possible if the listener can place it in context.

Listening includes comprehension of fundamental language skills. It is a medium through which children, young people and adults gain a large portion of their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation. Gilakjani & Sabouri (2016) Likewise, listening talent is defined as listening with understanding, focus, and enjoyment. The integration of language skills, such as pronunciation, vocabulary mastery, writing, speaking, and reading, is then required for the listening activity. The ability to listen and pay attention are both

examples of listening skills. But hearing and listening are not the same. Essentially, hearing is a passive, automatic activity. Without actively focusing on it, it is possible to hear sounds. However, as we listen, the brain does not immediately transform the words into the meaning they are intended to communicate. Determining the meaning and message of the sounds or words is essentially what listening is. It is an active process that entails much more than simply giving words or sounds labels. As mentioned in Nunan, (2015) Making sense of what we hear requires active, intentional listening. It implies that we should infer meaning from what we hear, making listening a skill that requires active participation.

So, understanding what others are saying and being able to identify it is listening. It is a challenging practice, but by drawing on their prior knowledge, we can aid kids in understanding what they hear. Because listening involves several processes and goes beyond just hearing, it is an active process. Finding the sound's significance and message requires listening.

2. Types of Listening

Listening has some types, according to Rost (2011) that listening has six types, that are: (a) intensive listening, (b) selective listening, (c) interactive listening, (d) extensive listening, (e) responsive listening, (f) autonomous listening.

The student concentrates on decoding specific sounds, words, and grammar or whatever the speaker is saying during rigorous listening exercises. The teacher will comment on how well the performance held up. During selective listening, students' focus is brought to task planning with a particular objective in mind. They concentrate on the primary idea or make an effort to gather data for particulars. To put it another way, they look for information while selectively listening. Giving feedback once a student has finished a task of selective listening is the teacher's principal responsibility.

Interactive listening involves two-way, during active listening, the listener participates in social negotiations of meaning by turning, asking for clarification, and double-checking their understanding. Assignments for interactive listening emphasize both driven output and understandable input, and frequently involve conversation partners setting the direction of the discourse to complete the task jointly.

In designing extensive listening tasks for students, through strategic guidance and general feedback, teachers can assist students in maximizing benefits and avoiding issues while listening.

Responsive listening refers to a type of listening practice in which the main objective is to train the learner's appropriate reactions to what is being listened to together.

In responsive listening tasks, the focus is not on understanding. Instead, it focuses on the learner's responses to listening input. In this sense is a higher level of listening ability in perceived understanding.

Autonomous listening refers to the management of listening activities by students without the assistance of a teacher. In fact, this is not a type of "listening" but is at the core of the learner's listening skills, for example the ability to decide what to listen to, when, for what purpose, for how long, and whether the listening results are satisfactory. The goal of the autonomous listening task is to cultivate successful learners who can strategically use independent listening as a tool for language learning and language use.

3. Stages of Listening

Listening has some types, there are:

a. Pre-Listening

Pre-listening is the process of getting listeners ready for the information they will hear. Students need to be more engaged with their listening skills at this stage. Students need to learn that listening involves more than just listening; it also requires understanding the message being communicated.

b. During listening

In this stage, a student engages in effective listening exercises including word and picture matching, among others. To put it another way, the students are requesting that they correlate what they hear with what they see.

c. After Listening

Students engage in a process of clarification with what they have heard throughout this phase. Whether the offered text and the speaker are consistent with what is heard.

4. Aspect of Listening

Aspect of listening has some aspects. According to DeVito (2000) in listening learning there are several aspects that must be comprehended by someone, namely:

a. Paying Attention

The process of paying attention is the process of filtering out the information that want to hear and gets attention. Needs, desires, concerns, passions, and interests will determine what information will be the focus of our attention in filtering the information we hear.

b. Understanding

Understanding is knows the information the sender wants to convey. Many factors make a person understand the information heard, but the similarity of language is a major factor in understanding the message conveyed.

c. Remembering

Remembering in this case is a person's ability to recall the information their have received.

d. Giving a Response

Giving a response is the most important thing in the communication process and is very decisive to find out whether the communication process has been running effectively as

expected. In the listening process, responding is the main indicator of whether someone is listening well or not. The response given will determine the outcome of the overall communication process.

Based on the aspect of listening above, the researcher can conclude that, there are four aspects of listening that must comprehend by students.

D. Previous Studies

Several studies have been conducted related to this research.

The previous research that became a reference in writing this research was as follows:

There are several studies conducted by researchers related to English Movies in learning English. First, a study from Meilina (2020) “Students’ Perception to the Use of English Movie” in Teaching Listening at the Tenth Grade of SMA Al Islam 1 Sukarta 2019/2020 Academic Year. This study concerned more about how the teacher used videos as an aid in ELT and the student’s perceptions toward that matter. The findings show that most of the students stated that by using video they felt more interesting in learning the subject and they didn’t get bored during the lesson and watching videos or movies can help them to increase their vocabulary. They were the affective aspects of using video in teaching and learning, the relationship between watching videos or movies and development other English skill, and the connection between watching video or movies and vocabulary growth. The students concurred that using movies in English Teaching Learning helped them comprehend the subject matter better. They also concurred that watching English movie might aid in the retention of the material. Rao (2019) “The Impact of English Movies on Learning English in ESL/EFL Classrooms”. This research focuses primarily on the impact of English films on learning English in ESL / EFL classrooms. When ESL or EFL students are aware of the advantages of viewing English movies in the classroom, it is clear that they are quite interested in doing so. Then the other research from Pamungkas & Adi (2020) “Students’ Perception about Improving English Listening Skills Using Movies among the Vocational High School Students”. The use of English

movies helps students learn listening more easily since it gives them access to visual material and allows them to picture the speaker's situation