



Students' Perceptions of Using English Animated Movie in Listening Recount Text

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ARTICLE INFO

Article history:

Received

Accepted

Keywords:

Students' Perception

English Animated Movie

Listening

Recount Text

Conflict of interest:

None

Funding information:

Type here

ABSTRACT

This study aims to analyze and investigate students' perceptions of using English animated movie in listening recount text at MTS Negeri 2 Medan, especially grade eight. This research was conducted with descriptive qualitative. Design in order to know students' perceptions and factors students' perception of using English animated movie by sharing questionnaires and conducting interview. The research results showed that the median percentage of positive perceptions regarding responses was 92.95%, actions were 90.20%, attitudes were 93.92% and negative perceptions were 48%. These percentages reflect the overall positive evaluation of the use English animated movie in listening recount text. The factors affecting of students' perceptions of using English animated movie are interest, subject material, teacher, attention, facilities and infrastructure. The students feel happy, interest, enjoy, fun, focus, enthusiast, excited on listening recount text by using English animated movie. It can be concluded that the use of English animated movie in listening recount text got the positive response from the students and it also gave them some advantages.

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INTRODUCTION

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 easier 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 eighth 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 20 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. 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, 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

METHOD

In this research, the researcher applied descriptive qualitative. In this case, the researcher focused on the students' perceptions and the factors affecting of students' perception of using English animated movie in listening recount text. The researcher took this descriptive qualitative which provides an accurate description of the phenomena in the form of words. The data was collected in the form of words or picture rather than numbers. On the other hand, the data in this research were the results of students' interview and questionnaire about perception. The data will be answered consisting of sentences of the perceptions posed by the researcher to students on the use of English animated movie in listening recount text based on students' interviews and students' questionnaires.

Source of data of this study was the eight grade students at MTsN 2 Medan. Based on previous researcher observations, the total number of students in class VIII9 at MTsN 2 Medan consisted of 28 students. The selection of MTsN 2 Medan as the study site was based on certain considerations. According to my research, a basic consideration in choosing the location for this research was that this school uses the English animated movie for the medium in grade eight, especially in VIII9. Another reason for choosing this school is that there was no previous research objective to analyze perceptions of English animated movie used by teachers and students in MTs N 2 Medan.

FINDINGS

The results of questionnaire and interview that have been done to 28 students of VIII9 of MTs N 2 Medan will be discussed. The researcher used qualitative approach in analyzing the findings.

1. Students' Perceptions of Using English Animated Movie in Listening Recount Text

Theoretically, there are 2 kinds of perceptions of using English animated movie (Robbins & Judge, 2013) namely Positive and Negative perception. In analyzing the perceptions, there are several things that are explored in each criterion. In this research, the researcher utilized three instruments to investigate the perceptions of students toward English animated movie in listening recount text. These instruments consisted of questionnaire administered to students, aiming to explore their perspectives. The questionnaires consisted of 19 questions which consisted the information about the kinds of students perceptions. Additionally, interviews were conducted with students to gain further insights into their accurate perceptions toward the use of English animated movie in listening recount text.

A. Positive Perception

Positive perception is a perception that describes all knowledge and responses followed by efforts to utilize it where someone who has a good impression will accept and encourage what they feel. Positive perception is characterized by the presence of a form of response, action, or attitude that shows accepting, acknowledging, approving, and implementing the norms that apply to the individual.

1) Response

The response states that a positive of good perception must provide a good response, reaction and answer to a symptom or event that occurs. This study was investigated by conducting interviews to directly students' perceptions of using English animated movie. This researcher conducted interviews with 28 students to obtain first-hand information for analyzing students' perceptions based on the response of English animated movie. The response of this English animated movie are corroborated by researcher (R) conducted with 28 students, but here two students were taken, Azkia (AK) and Ibnu (IN). It is presented below:

R : *Bagaimana respon dan perasaan anda terhadap mendengarkan teks recount berbahasa inggris menggunakan film animasi berbahasa inggris?* (How do you respond and feel to listening to an English recount text using an English animated film)?

AK : *Respon saya si happy si bun, waktu bunda Rahmi bilang nanti kita nonton film animasi untuk belajar listening dari materi recount text (My response was happy miss, when Bunda Rahmi said that later we would watch an animated movie to learn listening from recount text material)*

IN : *menurut saya ya sangat bagus karna saya bisa memahaminya dengan teks recount. Jadi saya lebih mudah memahami dan bisa menjawab pertanyaan pertanyaan yang dikasih bunda (I think it's very good because I can understand it with recount text. So it is easier for me to understand and be able to answer the questions that maam gives me)*

Based on the interview above, it can be seen that students have a good or positive perception of the response to the animated film, stating that they are happy and understand it. Student Ak acknowledges that the she was happy when the teacher said that they would watch English animated movie in listening recount text. Meanwhile, the student IN mentioned that the English animated movie is very good, so he feel easier to understand the material.

The researcher examined this study by sharing interview data as well as questionnaires to analyze students' perceptions of English animated movie in listening recount text. Besides interview data, the researcher collected questionnaires data from 28 students of VIII9. This study demonstrates students' perceptions of the response of using English animated movie in listening recount text. It is presented below:

Table 4.1. Response of English animated movie

No.	Answer	SA		A		SD		D		Total
		F	%	F	%	F	%	F	%	
1.	The audio/sound produced is quite clear, so you can understand the message conveyed well.	18	62	11	38	-	-	-	-	134
2.	The very clear audio/sound from the film made it easier for me to understand the listening material.	11	38	18	62	-	-	-	-	127
3.	It is easier for me to understand lessons by using animated films/videos in English.	13	45	16	55	-	-	-	-	129
4.	The use of animated films had a big effect on my understanding of the material presented.	14	48	15	52	-	-	-	-	130
5.	After watching this English animated film learning media, I became more interested in learning listening in recount text.	14	48	15	52	-	-	-	-	130
6.	Using english animated movie in makes me understand the listening subject matter faster in recount text.	19	66	10	44	-	-	-	-	135
7.	Learning using english animated	10	44	19	66	-	-	-	-	126

	movie is very suitable for use in listening recount text lessons.									
Total										911
Percentage										92,95%

(Rahayu, 2018)

- SA : Strongly Agree
- A : Agree
- SD : Strongly Disagree
- D : Disagree

Based on the table above, 62% of students strongly agreed and 38% of students agreed that the audio/sound produces is quite clear, so they can understand the message conveyed well. Meanwhile, the next aspect noted that 38% of student strongly agreed and 62% of student agreed that the very clear audio/sound from the movie made it easier for them to understand the listening material. Approximately 45% of students strongly agreed and 55% of students agreed that it is easier for them to understand the lessons by using English animated movie. Besides, the table also showed that 48% of students strongly agreed and 52% of students agreed that the use of animated movie had a big effect on their understanding of material presented. Likewise, 48% of students strongly agreed and 52% of students agreed that after watching that movie, they became more interested in learning listening recount text. Then, 66% of students strongly agreed and 44% agreed that using English animated movie make them understand the listening subject matter faster in recount text. Last, 44% of students strongly agreed and 66% agreed that learning using English animated movie is very suitable for use in listening recount text.

2) Action

An action in positive perception is an event performed by an agent for a purpose, that is, guided by the person's intentions. This study was investigated by conducting interviews to directly students' perceptions of using English animated movie. This researcher conducted interviews with 28 students to obtain first-hand information for analyzing students' perceptions based on the attitude of English animated movie. An action of this English animated movie are corroborated by researcher (R) conducted with 28 students, but here two students were taken, Syaql (SQ) and Cikal (CK). it is presented below:

R : *Apa manfaat yang kamu peroleh dan tindakan apa yang kamu lakukan saat mendengarkan English animated movie untuk belajar listening recount text? (What benefits did you get and what actions did you take when listening to an English animated movie to learn listening to recount text?)*

SQ : *saya jadi lebih suka belajar bahasa inggrisnya, saya berani berbicara Bahasa inggris karna saya belajar lebih banyak kosakata dari film tersebut, serta saya mau mendengarkan film film lainnya untuk melatih listening saya (I prefer learning English, I dare to speak English because I learn more insight from the film, and I want to listen to other films to practice my listening)*

CK : *saya coba memahaminya bun, karnea filmnya menarik untuk ditonton (I try to*

understand it bun, because the movie is interesting to watch)

Based on the interview above, it can be seen that students have a good or positive perception of action to the animated film, states that student SQ preferred to learn using English animated movie. She became brave enough to speak English because she studied with that movie, and SQ wanted to listen to other movie to train his hearing. Meanwhile, student Ck mentioned that he tries to understanding the movie, because the movie is interesting to watch.

The researcher examined this study by sharing interview data as well as questionnaires to analyze students' perceptions of English animated movie in listening recount text. Besides interview data, the researcher collected questionnaires data from 28 students of VIII9. This study demonstrate students' perceptions of the response of using English animated movie in listening recount text. It is presented below:

Table 4.2 Action of English animated movie

No.	Statement	SA		A		SD		D		Total
		F	%	F	%	F	%	F	%	
1.	I felt it helped me to understand the listening material after the teacher used an English animated movie	14	48	15	52	-	-	-	-	130
2.	Movies/videos help me understand difficult vocabulary.	12	41	17	59	-	-	-	-	128
3.	Movies/videos help me understand the meaning of unknown vocabulary	6	21	22	79	-	-	-	-	118
4.	Movies/videos help me remember the material about listening	8	28	21	72	-	-	-	-	124
5.	English animated movie make it easier for me to do tasks related to the material.	13	45	15	55	-	-	-	-	125
6.	I experienced an increase in the value of the recount text material by using an English animated film.	11	38	18	62	-	-	-	-	127
7.	In my opinion, animated films in English are needed in learning recount text	16	55	13	45	-	-	-	-	132
Total										884
Percentage										90,20%

(Rahayu, 2018)

Based on the table above, 48% of students strongly agreed and 52% of students agreed that they felt it helped them to understand the listening material after the teacher used an English animated movie. Meanwhile, 41% of students strongly agreed and 59% of

students agreed that movies help them understand the difficult vocabulary. Approximately, 21% of students strongly agreed and 79% of students agreed that movies help them understand the meaning of unknown vocabulary. Then, the table showed that 28% of students strongly agreed and 72% of students agreed that movie help them remember the material about listening. Besides, the table also showed 45% of students strongly agreed and 55% of students agreed that English animated movie make it easier for them to do tasks related to the material. Meanwhile, 38% of students strongly agreed and 62% of students agreed that they experienced an increase in the value of recount text material by using English animated movie. Last, 55% of students strongly agreed and 45% of students agreed that English animated movie are needed in learning recount text.

3) Attitude

The attitude in a positive or good perception is an evaluative statement about an object, person or event. in other words, an attitude towards a certain object and often accompanied by actions. Evaluative statement is words related to evaluation or assessment such as good, beautiful, ugly, pleasant. This reflects a person's feelings towards something. This study was investigated by conducting interviews to directly students' perceptions of using English animated movie. This researcher conducted interviews with 28 students to obtain first-hand information for analyzing students' perceptions based on the attitude of English animated movie. The attitude of this English animated movie are corroborated by researcher (R) conducted with 28 students, but here two students were taken, Ibnu (In) and Raihan (RH). It is presented below:

R : *Apakah media film animasi Bahasa Inggris ini bagus dan bagaimana sikap kamu terhadap penggunaan media tersebut dalam belajar menyimak recount text? (Is this English animated movie media good and what is your attitude towards using this media in learning to listen to recount text?)*

IN : *Menurut saya ya sangat bagus karna saya bisa memahaminya dengan teks recount. Jadi saya lebih mudah memahami dan bisa menjawab pertanyaan-pertanyaan yang dikasih bunda (I think it's very good because I can understand it with recount text. So it is easier for me to understand and be able to answer the questions that maam gives me)*

RH : *Media film yang bagus untuk digunakan belajar mendengarkan bun, karna biasanya tuh saya sulit memahami pertanyaan dalam bahasa Inggris bun tapi karna media film animasi bahasa Inggris itu lebih memudahkan saya untuk tau apa yang diucapkan aktornya (It's a good movie medium to use to learn to listen, because usually I have difficulty understanding questions in English, but because the English animated film medium makes it easier for me to know what the actors are saying.)*

Based on the interview above, it can be seen that students have a good or positive perception of attitude to the English animated movie, student IN states that the movie was very good so he could easily understand it and could answer the questions given by his teacher. In addition, student RH mentioned that movie are a good medium for learning to listen, because he usually has difficulty understanding questions in English, and English animated movie make him easier to know what the actors are saying in the movie.

The researcher examined this study by sharing interview data as well as questionnaires to analyze students' perceptions of English animated movie in listening

recount text. Besides interview data, the researcher collected questionnaires data from 28 students of VIII9. This study demonstrate students' perceptions of the response of using English animated movie in listening recount text. It is presented below:

Table 4.3. Attitude of English animated movie

No.	Answer	SA		A		SD		D		Score
		F	%	F	%	F	%	F	%	
1.	The use of English animated film learning media made me more interested and enthusiastic in learning listening.	14	48	15	52	-	-	-	-	130
2.	Learning media like this is in accordance with the learning I want, interesting, and not boring	15	52	13	45	1	3	-	-	127
3.	English animated film media provides a new atmosphere in learning.	19	66	11	44	-	-	-	-	139
4.	After watching this English animated film learning media, I became more interested in learning listening in recount text.	14	48	15	52	-	-	-	-	130
Total										526
Percentage										93,92%

(Rahayu, 2018)

Based on table above, 52% of students agreed, 48% strongly agreed that the use of English animated movie learning media made them more interested and enthusiastic in learning listening. Meanwhile, 52% of students strongly agreed, 45% of students agreed and 3% of student disagreed that learning media like that is in accordance with the learning they want interesting and not boring. Approximately, 66% of students strongly agreed and 44% of students agreed that English animated movie media provides a new atmosphere in learning. Besides, the table also showed that 48% of students strongly agreed and 52% of students agreed that after watching this English animated movie, they became more interested in learning listening in recount text.

B. Negative Perception

Negative perception is perception that describes information (known/unknown) negatively or not suitable with object that is perceived. This researcher conducted interviews with 28 students to obtain first-hand information for analyzing students' perceptions based on the negative perception of English animated movie. Negative perception of this English animated movie are corroborated by researcher (R) conducted with 28 students, but here two students were taken, Rio (RO) and Lubna (LB) it is presented below:

R : *Apakah kamu memiliki persepsi negative dan film tersebut membuatmu bosan saat belajar listening recount text? (Do you have a negative perception and the film makes you bored when learning to listen to recount text?)*

RO : *Ga ada bun, saya gak bosan bunda, kan media tersebut membuat saya belajar listening*

dengan mudah (Nothing bun, I'm not bored, bun. The media makes me learn to listen easily)
 LB : *film yang menarik untuk ditonton jadi gak bosan bun (an interesting movie to watch so don't get bored bun)*

Based on the responses from students RO and LB, it can be concluded that students do not have bad and negative perceptions towards English animated Movie. student RO states he doesn't have negative perceptions and the film keeps him from getting bored of studying. In addition, student LB mentioned that the film is interesting to watch so that he doesn't feel bored while studying.

The researcher examined this study by sharing interview data as well as questionnaires to analyze students' perceptions of English animated movie in listening recount text. Besides interview data, the researcher collected questionnaires data from 28 students of VIII9. This study demonstrate students' negative perceptions of using English animated movie in listening recount text. It is presented below:

Table 4.1. Negative Perception of English animated movie

No.	Answer	SA		A		SD		D		Total
		F	%	F	%	F	%	F	%	
1.	I feel bored when the teacher uses animated films in English	-	-	-	-	10	44	19	66%	68
Total										68
Percentage										48%

(Rahayu, 2018)

Based on the table above, there were 44% of students agreed and 66% of students disagreed that they feel bored when the teacher uses english animated movie.

2. The factor's of students' perceptions of using English animated movie in listening recount text

This study was investigated by conducting interviews to directly analyze the factors' of students' perceptions of using English animated movie in listening recount text. This researcher conducted interviews with 28 students to obtain first-hand information for analyzing factors of students' perceptions. The factors' of students' perceptions is corroborated by researcher (R) conducted with 28 students, Syafira (SF), Najwa (NJ), Queen (QN), Fahri (FR), Raihan (RH), Haikal (HK), Azkia (AK), Tegar (TG), Nandini (ND), Saskia (SK), Ibnu (IN), Syaqlil (SQ), Lala (LL), Caca (CC), Nayna (NA), Sheiza (SZ), Asyifa (AF), Rio (RO), Hafiz (HZ), Randa (RD), Cikal (CK), Lubna (LN). Based on the results of interview with the students, the researcher found that the factors of students' perception of using English animated movie were follow:

a) Interest

R : how do you feel when listening to the English recount text using an English animated movie?

FR : I think it's better if the teacher uses English animated movie as media, miss.

SF : I'm not bored, I'm more interested in learning because there are clear pictures and sounds, and we also learn while.....

NA : I became more enjoyable and interested in learning to listening

Based on the results of the interview, it appears that eleven students have the same factor in their perceptions' of using English animated movie. One of the students, namely Fahri (FR), states that it's better if the teacher uses English animated movie as media. The other students, namely Syafira (SF), said that she's not bored but she's more interested in learning because there are clear pictures and sound. So it can be concluded that students prefer if the teacher uses English animated movie when learning listening recount text. So, one of the factors of students' perceptions is interest because the student has an interest in an object, namely English animated movie as a media.

b) Subject Material

R : Does the medium of English animated movie make it easier for Syafira to learn to listen to English recount texts?

NJ : Make things easier, bun. Because there is audio and pictures.

LL : Yes, bun, the English animated film made it easier for me to learn listening to recount text.

RH : Yes, the medium of English animated movie is easier for me to listening recount text bun

Based on the results of the interview, there are 22 students said that it is easier for student to understand learning material by using English animated movie rather than using a plain text. The student NJ said that the English animated movie makes it easier because there are audio and pictures. The other student, LL admits that the English animated movie made it easier for her to learn listening recount text. So, the second factors of students' perception is subject material, because students find it easy to understand the material with English animated movie than using plain text.

c) Teacher

R : Should teacher continue to use the English animated movie media to improve your listening skills in English?

FR : Yes miss, it's a must. Teacher need to use that media

TG : I would prefer it if teachers used English animated films, bun.

RD : Teachers should continue to use English animated films

Based on the interview results, there were four students who had the same factors in their perceptions of using English animated movie. Student FR said that it's a must for teacher use the English animated movie for listening recount text. On the other hand, student TG suggests that he prefer if teacher used English animated movie and student RD mentioned that teacher should continue to use English animated movie. It can be concluded that they have a good relationship with the teacher, so they want the teacher to continue using this media in learning. So, third factors of students' perception is teacher, because they

have a good relationship between teacher and students.

d) Infrastructure and Facilities

R : Does the English animated movie media very clear for you to understand the material?

AR : yes, miss. It's very clear, miss, the sound and picture are clear and easy to understand.

IN : yes, I can understand it well and correctly, because in the film there is a video that is interesting to me so I can understand it well and correctly

SQ : Yes, miss. It's very clear, miss, the sound and picture are clear

Based on the above interview, there were twelve students who had the same factors in their perceptions of using English animated movie there were. Student AR said that the sound and picture are clear so the student feel easier to know what the actors saying. Meanwhile, student IN mentioned that animated movie can support their learning in listening and make students more interested in studying. The other hand, student SQ also agree that the sound and picture are very clear and she can understand it easily. So it can be concluded that fourth factors of students' perceptions is facilities and infrastructure because complete and well-functioning infrastructure facilities, namely sound from the speaker and picture from the projector so that the students felt an increase in teaching and learning, and increase student learning motivation.

e) Attention

R : Do you try to comprehend properly and correctly and why?

RH : Yes, because it's an exciting film, I'm excited to listen to the English recount text

SI : Yes, bun, because I was interested and enthusiastically tried to understand the video.

Based on the above interview, there were twelve students who had the same factors in their perceptions of using English animated movie. Student RH said that he trying to understanding the movie because of the movie is interesting. The other hand, student RD mentioned that she's excited to listen the English animated movie because the movie is exciting. Meanwhile, student SI said that she was very enthusiastic and paid attention to the film because it was very interesting. So, it can be concluded that the sixth factors of students' perception of using English animated movie is attention, because the student pay attention to the animated movie that involves concentration and awareness.

After analyzing the results of the research data above, it was found that five factors of students' perception of using English animated movie, namely interest, subject material, teacher, attention, facilities and infrastructure.

CONCLUSION

Based on the results of the research in the previous chapter, the researcher concludes that:

The students' perceptions of using English animated movie in listening recount text is good or positive and useful for students also can improve their listening skill. The students perceived that the use of English animated movie in listening recount text could create an interesting, unborning, fun, and enjoyable class. They added that they feel easier when learning by using English animated movie in listening recount text and English animated movie can explain learning material more clearly than text.

The factors of students' perceptions of using English animated movie are interest, subject material, teacher, attention, facilities and infrastructure. The students feel happy,
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interest, enjoy, fun, focus, enthusiast, excited on listening recount text by using English animated movie.

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