

## **CHAPTER II**

### **THEORITICAL REVIEW**

#### **A. Students' Perceptions**

Many researches investigate about students' perceptions in learning English. It occurs because of students' perceptions can give reflection for the teacher by finding how the students experience while teaching learning process. The reflection has a function as correction for the lack and excess of the teachers themselves. (Khalidiyah:2015, Wesely:2012, Lizzio, Wilson, and Simons:2002), presented investigation about perceptions of the students in learning English. Afterwards, in evidence the students' perceptions have a role as a learning control and evaluation matter of students to develop their idea and for the teachers to know how effectiveness method of teaching.

Students' perception defined as how the students experience and understand all aspect of the classroom such as behavior comprehension in learning material and express with their understanding based on right situation. Wesely (2012), as quoted by Wellington (2013), states learners perception have been commonly associated with two targets; perceptions of themselves and perception of the learning situation, perception of themselves defined as how students understand and make sense of themselves and their own learning. While learner perception of the learning situation have included how students experience and understand aspects of the classroom, such as that in group work activities and the behavior of the teacher and students.

Moreover Lizzio, Wilson, and Simons (2002), claims that students' perceptions of their learning environment, in light of their motivations and expectations which determine how situational factors influence approaches to learning and learning outcomes. It means that learning outcomes and understanding of the students influenced by learning environment which refer to motivation and expectations of themselves.

Therefore, students' perception in learning English depends on comprehension and understanding of the students and learning situation such as behavior and communication of teacher and students. Brown (2009), as quoted by Wesely (2012), states, learner perceptions of the learning situation have included how students experience and understand aspects of the classroom.

## **B. Animation Video in Learning English**

Animation video as a media in learning language is often used in teaching learning process. It is the media that consist of colorful moving pictures with advantages in communicative visual information or material presentation to convey meaning or messages. Solomon (1987), as quoted by Paul (2013) says that animation is not the art of drawings that move, but rather the art of movements that are drawn. What happen between each frame is more important than what happens on each frame. For instance, the animation video has been conducted by the teachers as instructional design in

the class to help the students in understanding the material and developing students' interest in learning English.

Animation video is beneficial for the students learning affectively and cognitively. Wright (1976), as quoted by Naruzmawati, et al.(2015) say that many media and many styles of visual presentation are useful in English learning process. One of the media which is often used by the teachers to reinforce students' motivation in learning process is Animation Video. The animation video provides a story plot with colorful moving pictures and script which can attract students' interest. Hwang, et al.(2012) as quoted by Ruhimat (2017) say that animations has both affective and cognitive function in learning process. Affective function refers to portray things in a humorous, spectacular, or bizzare way so that learners will be attracted to pay additional attention to the learning materials and motivated to learn. While cognitive function refers to the clear presentation of dynamic matters (which might be abstract and difficult) that can allow learners to understand in an easier way. Vygotsky (1978) state "Learning is more than the acquisition of the ability to think; it is the acquisition of many specialized abilities for thinking about a variety of things. Learning does not alter our overall ability to focus attention but rather develops various abilities to focus attention on a variety of things"(p.31)

Therefore the students expect motivated in learning English with attractive media that can take interest from students to function pay additional attention for the material and easy to understand in study with animation

video. Animation video consists of two function to develop students ability. Affective function that related with receiving or attending, responding, valuing, and organize the learning of the students. Moreover cognitive function that related with students' mentality and intellectual aspects about knowledge, comprehension of the study, until solving the problem that appear in learning. Afterwards due with animation video that related in learning process, the students ability in learning explains with how the students developing their acquisition of many specialized abilities as a various of things to focus attention in learning process.

Based on the statements above, animation video is helpful in learning language as a media learning to improve students comprehension and understanding with interest contents that offered in animation video and expect for the students to pay more attention as long as learning process.

### **C. The Study of Relevant Research**

The present research is relevant to the research conducted by Nurizmawati, et al.(2015). Entitled "The Use of Animation Video as a Media in Teaching Narrative Text" This research is a focusing on improving reading comprehension in comprehending features using animation video. The result of the research showed that the use of animation video in teaching narrative text as a media improved students reading comprehension. The relationship between previous research with this research is investigating about animation video and using narrative text as a learning material in teaching English. But,

in this research the researcher focuses on students' perceptions toward the use of animation video in learning English only.

Moreover, the present research is relevant to the research conducted by Asmidana, Salam, Novita (2014). Entitled "The Use of Animation Video in Improving Students' Listening Comprehension". Purpose of this research is to find out whether the use of animation videos improved students' listening comprehension. The result of the research explain that teaching listening activity through animation videos can improve the students' listening comprehension.