

CHAPTER I

INTRODUCTION

This section discusses the research's background, research question, the purposes of the research, research scope, the significance of the research, the conceptual framework, and previous studies.

A. Research Background

This research focuses on exploring the perspectives of EFL university students in extensive listening skill. It explores the problems EFL university students face in extensive listening skill that are narrowed down in the context of media use in course learning. Besides, this research use the specific media that is Disney-Pixar movies as a learning media for extensive listening to explore EFL students' experiences and perspectives on using Disney-Pixar movies as a learning media for develop their extensive listening skill outside course.

Listening skills are essential for EFL students to lay the foundations for language acquisition and effective communication, especially in the recent 4.0 era. Listening provides learners with crucial, intelligible input that helps them acquire vocabulary, grammar, and pronunciation (Brown, 2015). Furthermore, listening can help students, especially EFL students, to recognize English conversations and get used to English. Harmer (2007) states that listening helps students strengthen their speaking skills by exposing them to natural speech patterns. In addition, listening can indirectly increase confidence in English. Listening actively entails interpretation and prediction, which improves confidence and comprehension (Rost, 2013). These abilities are essential for using English in real-world situations and interacting with native speakers.

Listening skills cover several spectrums and types. Each of the listening types has a different spectrum of focus and function. *In Language Assessment: Principles and Classroom Practices*, Brown (2003) states that listening can be divided into four categories according to the activity's goal and context. Firstly, intensive listening focuses on interpreting specific language features such as sounds, phrases, or grammatical structures, frequently used in activities such as

identifying minimum pairs or practicing sentence-level comprehension. Secondly, responsive listening means comprehending brief prompts or queries and responding correctly, such as following instructions or participating in brief conversations. Thirdly, selective listening requires students to extract specific information from longer-spoken texts, such as identifying crucial elements during a lecture or filling out a chart. Lastly, extensive listening focuses on understanding longer texts like stories or conversations to get the main idea rather than the specifics. Meanwhile, Nation (2009) in *Teaching ESL/EFL Listening and Speaking* also states that extensive listening entails exposing students to various spoken texts, such as podcasts, movies, or radio broadcasts, to improve overall listening fluency and comprehension. Extensive listening encourages learners to interact with the language as it is naturally spoken, which helps them become more at ease with various accents, speech patterns, and conversational styles. In addition, Wahidah, dkk. (2018) states that extensive listening has flexibility in media selection that is not fixated on in-depth analysis of particular elements so that more EFL students can choose whatever media they like. This contrasts with intensive listening, which concentrates on focused, in- depth analysis of particular elements like vocabulary or grammar.

However, in the focus of extensive listening, EFL students often face problems in extensive listening skills. Based on preliminary research during extensive listening course at English Education Department of UIN Sunan Gunung Djati Bandung, firstly the media used is less precise and less appropriate according to the students' needs. In *Listening Comprehension: The Learner's Perspective*, Graham (2006) discusses many EFL students find it difficult to follow native speakers, particularly when they are exposed to fast-paced conversations, varied accents, or colloquial idioms. Furthermore, the second problem is the use of materials that are not relatable to the common sense of EFL students. As noted in *Teaching and Learning Second Language Listening* by consequently, students frequently find extensive listening assignments to be too much to handle and may lose motivation, particularly if EFL students are unable to comprehend important aspects of the audio content (Nation, 2009). Furthermore, Renandya and Farrell

(2011) state that EFL students may struggle to adjust to the variety of speech patterns they hear in extensive listening if they are not exposed to a variety of real-world resources and not exposed to listening material that they are interested in. Furthermore, EFL students may become confused and frustrated if they receive no organized assistance or guidance during extensive listening exercises since they may not always know how to proceed with the assignment successfully.

To overcome learners' listening problems, they need listening media that is fresh, relatable, appropriate and in accordance with their common sense. Experts agree that listening to media that is suitable to students' common sense and interests is essential in extensive listening as it boosts engagement and language acquisition. Renandya and Farrell (2011) discovered that using materials that align with students' interests enhances motivation and maintains focus, both of which are essential for effective language acquisition. Students are more likely to stay with listening assignments even when the material is difficult, especially when they are interested in and love the topics being covered. This supports the findings of Vandergrift (2007), who highlights that when the materials are relevant to the student's interests, they are more likely to develop listening fluency since it gives the learning process greater meaning.

Several studies with subjects related to the current study have been carried out in recent years. Yusupovna (2025) conducted a study discusses how using movies as a tool can effectively enhance listening skills in language learning. It highlights the benefits of immersive exposure to authentic language use, various accents, and cultural references through movies. Suharno, dkk (2022) conducted a study investigating difficulties EFL students may face by thematic context in extensive listening. Another study by Norawati (2020) explored general strategies to develop students' listening skills in extensive listening. Furthermore, a study by Sasti, dkk (2023) analyzed the method of leveraging extensive listening activity in an EFL classroom.

According to the earlier study's findings, those investigations concentrated on examining issues related to extensive listening learning and the use of techniques and strategies generally to enhance extensive listening learning. In the meantime,

this study's primary focus was on EFL students' opinions and experiences on using Disney-Pixar films as a media to develop their extensive listening skill. Based on the opinions and experiences of those who have used Disney-Pixar films as a media in extensive listening learning, this study also determines whether using these films is appropriate for EFL students' interests and common sense.

B. Research Question

The following questions are derived from the research concern:

- 1) How do Indonesian EFL students perceive the use of Disney-Pixar films as supporting media to strengthen their extensive listening skill?
- 2) What challenges do Indonesian EFL students face in comprehending Disney-Pixar films in relation to their development of extensive listening skill?

C. Research Purposes

From the research questions above, this study aimed to obtain the following purposes:

- 1) To explore the perception of Indonesian EFL students regarding the use of Disney-Pixar films as supporting media to strengthen their extensive listening skill
- 2) To explore the perception of Indonesian EFL students regarding the challenges in comprehending Disney-Pixar films related to their development in extensive listening skills.

D. Research Significances

This research offers practical implications for educators, and curriculum designers who seek to integrate engaging media into English as a Foreign Language (EFL) learning. The findings can help teachers utilize Disney-Pixar movies as effective tools to improve students' extensive listening skills, taking advantage of their narrative appeal, clear articulation, and cultural content. Furthermore, it encourages students to engage with real-world language input in an enjoyable and meaningful context, supporting sustained motivation and self-directed learning.

Theoretically, this study contributes to the expanding literature on multimedia-assisted language learning, with a particular focus on the role of animated movies in developing listening proficiency. By exploring students'

experiences and perceptions, the research highlights how entertainment media can bridge the gap between classroom instruction and real-life language use. Moreover, it lays the groundwork for further investigation into the educational value of multimedia content in language education, especially in enhancing EFL learners' exposure to authentic language and cultural diversity.

E. Research Scope

The research will explore the perspectives of Indonesian EFL students, specifically 3rd year Indonesian EFL students of the English Education Department of UIN Sunan Gunung Djati Bandung, who have taken extensive listening courses, have using Disney-Pixar movies as a learning media for developing their extensive listening skills in self-learning context. In addition, through exploring and understanding these perspectives, the research aims to explore the use of Disney-Pixar movies in developing EFL students' extensive listening skills.

F. Conceptual Framework

Listening is an essential language skill that is required for learning English as a Foreign Language (EFL). In *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Brown (2004) states that listening is an active, receptive skill that requires that students comprehend spoken language to get meaning out of it. Although it assists students in absorbing vocabulary, grammar, and pronunciation in context, it can serve as a starting point to develop additional language skills. Besides, listening skills are core to improving communication and language acquisition. In *Teaching and Researching Listening*, Rost (2013) highlights that listening is an active process that involves memory, attention, prediction, and interpretation. Increasing proficiency in effective communication and comprehending spoken language depend on these processes. In addition, listening is critical for giving understandable input, which is required for language acquisition.

Listening skills cover several spectrums and types. Each of the listening types has a different spectrum of focus and function. In *Language Assessment: Principles and Classroom Practices*, Brown (2004) states that listening can be divided into four categories: extensive listening. Extensive listening is a teaching

strategy that emphasizes meaning above form by having students listen to a lot of spoken language for general comprehension. This method supports the Krashen's (1985) Hypothesis, which shows that to encourage natural language acquisition, students need to be exposed to understandable input just a little bit above their current skill level. Through extensive listening, students can improve their listening fluency and comprehension skills by integrating vocabulary, pronunciation, and grammatical structures in real-world situations.

According to Renandya and Farrell, (2011), materials that align with learners' interests and prior knowledge enhance motivation and comprehension, highlighting the importance of student engagement and media relevance in extensive listening. Additionally, although students can use easily accessible resources to practice listening independently, it fosters independent learning habits. To sum up, extensive listening is an essential strategy for increasing EFL students' motivation, comprehension, and listening fluency. This method emphasizes relevant input through engaging and authentic materials, which helps students gain confidence and develop practical listening skills.

Extensive listening provides flexibility in the form or type of media used for teaching extensive listening. One of the media that can be used for teaching extensive listening is movies. Movies, also known as films, are visual art forms that use moving images to tell stories, convey emotions, and present ideas. In book *The visual story: creating the visual structure of film, TV and digital media* (Block, 2008) states, "Movie is a form of visual communication that communicates a tale through imagery, sound, and editing techniques". Furthermore, movies are considered a unique media for developing extensive listening skills through audio-visual media.

Extensive listening and intensive listening are two distinct approaches to developing listening skills in second language acquisition. According to Renandya and Farrell (2011), extensive listening involves listening to large amounts of comprehensible and enjoyable input, such as audiobooks, podcasts, or movies, with the goal of improving overall fluency and comprehension. This approach allows learners to acquire language naturally and unconsciously through exposure to

meaningful content. In contrast, intensive listening focuses on careful and detailed analysis of a listening passage, often with repeated listening, note-taking, and comprehension questions to enhance specific listening skills, such as identifying keywords, recognizing discourse markers, or understanding nuances (Vandergrift, 2012). Brown (2004) further explains that extensive listening promotes global understanding, whereas intensive listening is more analytical, requiring students to focus on linguistic details. While both approaches are essential in language learning, extensive listening fosters general listening fluency, while intensive listening helps learners develop accuracy and comprehension of specific language features.

Furthermore, extensive listening covers several principals. According to Day et al., (1998), extensive listening emphasizes several key principles for aligning with their foundational work on extensive reading. Day highlights that learners should be exposed to large amounts of listening input, allowing them to develop fluency and automaticity in understanding spoken language. Unlike intensive listening, which focuses on detailed comprehension, extensive listening prioritizes grasping overall meaning rather than analyzing individual words or structures. To sustain motivation, the listening material should be enjoyable and engaging, encouraging learners to listen more frequently. Additionally, Kobayashi (2020) states that learners should have the autonomy to self-select listening materials that match their interests and proficiency levels, similar to the approach used in extensive reading. Following Krashen's Input Hypothesis, the listening input should be comprehensible but slightly above the learner's current level, ensuring gradual improvement without causing frustration. Extensive listening should also extend beyond the classroom, integrating real-world materials such as audiobooks, podcasts, and movies to create an immersive learning experience. Finally, the focus should be on enjoyment and exposure rather than testing, making the process more natural and effective.

The integration of multimedia in language instruction has been shown to significantly enhance listening skills by engaging learners through multiple modalities. Meskill (1996) highlight that multimedia learning models, which

combine text, audio, and visual elements, can improve listening comprehension by stimulating various cognitive processes simultaneously. This multimodal approach not only aids in the retention of information but also facilitates a deeper understanding of the content. Furthermore, the use of authentic multimedia materials, such as videos and interactive exercises, provides learners with contextualized listening experiences that mirror real-life communication scenarios. This exposure helps learners develop the ability to interpret and respond to spoken language more effectively. Additionally, the interactive nature of multimedia resources allows for immediate feedback and self-paced learning, catering to individual learner needs and promoting autonomous learning. Overall, the incorporation of multimedia in teaching listening skills offers a dynamic and effective approach to language acquisition including movies.

Beyond entertainment, movies serve as effective educational devices. They offer true dialect introduction and social experiences and can make theoretical concepts more concrete and relatable. Within the setting of extensive listening learning, movies give real-life cases of dialect utilization, pronunciation, and articulation, which can improve EFL students' extensive listening exquisitely. Moreover, Mayer & Richard E (2009) highlight the instructive effect of multimedia, counting movies, by examining how combining visual and sound-related data can move forward learning results. Besides, Srinivas (2019) found that movies can be utilized effectively in ESL/EFL classrooms to boost students' inspiration and language abilities. Furthermore, Safranji (2015) advance talks about how movies improve tuning in comprehension abilities by giving locks in and relevantly wealthy audio-visual substance. In general, movies offer special benefits for instructive settings, especially in dialect learning situations, by giving locks in an authentic dialect presentation that can altogether improve students' inspiration and engagement.

G. Previous Study

In recent years, a number of studies have been conducted with subjects related to the current study. Firstly, a study by Mandiri et al., (2022) the research focused on the difficulties faced by Indonesian EFL (English as a Foreign Language) students during extensive listening activities, aiming to identify and categorize these challenges through thematic analysis. This qualitative study involved a total of 23 first-semester English Education Department students from a public state university in Indonesia, all of whom participated in a reflection questionnaire regarding their experiences in a course titled Listening for General Communication 1. The sampling utilized a purposive approach, as the selected students were specifically from this course. The primary instrument for data collection was a reflection questionnaire, which included queries about students' difficulties and coping mechanisms related to extensive listening. Additionally, five participants were selected for semi-structured interviews to gain deeper insights and clarify unclear responses. The results revealed three major themes of difficulties: comprehension-related, technical, and motivational difficulties. Among these, comprehension-related challenges were significantly noted, particularly due to the extensive range of vocabulary in listening materials, which hindered students' understanding. These findings provide valuable insights for educators to enhance extensive listening practices in teaching contexts examined the challenges that EFL students can encounter based on thematic context.

The second study conducted by Norawati (2021) is centered on improving listening skills through the implementation of an extensive listening strategy in a second-year English department class at Universitas Jambi, Indonesia. The study utilized a mixed-method approach that combines both qualitative and quantitative data collection and analysis. The study involved 27 participants (11 males and 16 females), with the sampling being purposeful as the focus was on a specific class of students who were deemed suitable for this intervention. Various instruments were employed to gather data, including listening tests, questionnaires, field notes, and observation checklists. The results indicated a significant improvement in students' listening proficiency, with average scores rising from 43.30 in the

preliminary study to 71.36 after two phases of implementing the extensive listening strategy. This increase exceeded the predetermined criteria for success, confirming that the strategy positively influenced student engagement and listening skills during the teaching and learning process. The study examined general strategies to help students improve their extensive listening skills.

The third study by Yusupovna (2025) focused on the effectiveness of using movies as a tool for enhancing listening skills in language learning, highlighting their ability to provide exposure to authentic language use, varied accents, and cultural references. It discussed key strategies for integrating movies into language learning, such as active listening, using subtitles, and the importance of repetition to maximize learning outcomes. Additionally, the research emphasized the benefits of contextual learning, whereby learners gain a deeper understanding of vocabulary, idioms, and expressions through real-world scenarios depicted in films. It stressed the importance of selecting appropriate films that match the learner's proficiency level to avoid overwhelming them and to ensure an effective learning experience. The article also examined the cognitive benefits of movie-based learning, noting how it engages various cognitive processes, including memory, attention, and problem-solving skills, which contribute to language development. Furthermore, it identified common challenges learners may face when utilizing movies, such as the rapidity of speech and diverse accents, and suggests practical solutions to address these issues. Lastly, the research advocated for integrating movie-based learning with traditional language learning methods, promoting a balanced approach to developing comprehensive language skills.

Lastly, a study by (Ayu Pradnya Gita Sasti et al., 2023) focused on the implementation of Extensive Listening techniques to improve students' listening skills in an EFL context. It employed a qualitative approach, analyzing data through interpretative methods based on Miles & Huberman's qualitative data analysis steps. The study involved 31 participants, which were eleventh-grade students from the multimedia program at SMK PGRI 3 Badung, Bali, Indonesia. The sampling method used was purposive sampling, targeting students who had limited exposure to listening activities. The instruments for data collection included listening tests

and interviews to gauge students' vocabulary knowledge, comfort levels, and attitudes toward listening exercises. The results revealed a significant improvement in students' listening comprehension scores, with 96.77% of the participants meeting the Minimum Mastery Criterion (KKM) of 75, thus indicating the effectiveness of the Extensive Listening approach in enhancing their listening skills and boosting their confidence in engaging with the English language examined methods to leverage extensive listening activity in an EFL classroom.

Based on the results of the previous study, those studies focused on analyzing extensive listening learning-related problems and applying methods and approaches in general to improve extensive listening learning. Meanwhile, this study's primary concern focused on EFL students' perspectives and experiences about using Disney-Pixar movies as learning media to develop their extensive listening skill.

