

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents aspects that underline the research topic. The background of the research problem, the statement of the research problem, the purpose of the research problem, the benefits of the research being carried out, the limitation of the scope of the problem in the research, and the definition of keyword terms.

### **A. Background of the Study**

In this era of globalization, English is needed to gain knowledge and technology. For the younger generation English is needed and it is played an important role in facing global competition in the future. English is an international language. As an international language, English has a role in various aspects of life, ranging from education, business, diplomacy, to cultural exchange (Crystal, 2003). Indonesia is a developing country. English is a growing language in Indonesia. According to Nunan (1999) many English learners are reluctant to speak and are also unmotivated. English has been taught to students from kindergarten to college as a subject. Therefore, students are taught English in order to be able to develop skills in language. Learning English can make it easier to know the development of the world. In this modern era, a lot of information contained in the electric media is presented using English. The skills in English are speaking, reading, writing and listening.

Listening is an important skill to learn in learning English. In English learning and listening skills are a fundamental component that often receives insufficient attention. For students who are still low in English, listening is the most difficult thing for students when learning. Learning to listen to English is important in learning it. According to Rebecca (1993), listening is a fundamental language skill. In listening skills students are able to develop speaking, writing, and reading in English. The more students often listen the more students can understand what they catch in the mate. By developing listening skills students can understand the material with complex.

Brown (1994, p.233) says that the importance of listening in language teaching can hardly be overestimated. When learning in the class, students do more listening than speaking. In developing listening ability in English many students experience difficulties. This is caused by several factors, including uninteresting teaching methods or learning materials that students are less interested in (Vandergrift & Goh, 2012). While in the class, students often feel bored when listening to material that they have to understand so they have to listen to it repeatedly in order to understand it. While learning in class students also often feel difficulties when learning to listen to English such as difficulty in understanding intonation, new vocabulary or the context of the situation in English conversations.

English listening ability are one of the most difficult skills to teach. Therefore, teachers need an interesting media in the learning process to attract students' attention. Teachers can use audiovisual media when teaching English

so that students are not bored in class and are more happy to learn English. Students will also not feel sleepy when in the class due to fun learning.

One of the audiovisual uses that can be implemented is using short cartoon videos. Short duration cartoon videos can make it easier for students to focus on specific language elements. Interesting cartoon videos with funny audio can help maintain students' attention during the learning process. Cartoon videos that address themes such as daily life or children's imagination can make lessons meaningful. Cartoon videos present language in a meaningful context and often reflect real-world life situations. According to Bahrani & Sim (2012) English cartoon videos significantly improve students' ability to speak, which is closely related to their ability to listen. In various situations, students can learn language use. They not only learn spoken words, but also learn tone and intonation when speaking English. Cartoon videos always feature different accents, dialects and variations of English. This can help students to learn different varieties of English. This is important for developing flexible and adaptive listening ability (Rost, 2016).

According to Bajrami & Ismaili (2016) conducted research on the use of videos in teaching English as a foreign language. They stated that videos not only improve students' understanding of the material taught, but can also motivate them to learn more actively. Woottipong (2014), in his study of university students in Thailand, stated that the use of videos can significantly improve student's listening ability. The study involved 41 students majoring in English at Thaksin University, Thailand that were selected by simple

randomization. The purpose of this study was to develop the listening ability of students who learned English by using video materials. While this study shows the positive potential of using videos in language learning, there is still a gap in the literature for the junior secondary education level. This study aims to fill that gap by focusing on the effectiveness of short cartoon videos in improving the listening skills of seventh grade students of SMPN 1 Sanankulon.

Previous study conducted by Sari (2021) entitled “The Use of Cartoon Movie To Improve Students’ Listening Ability at Senior High School 1 Rupert”. Found that the use of cartoons was effective in improving student’s listening ability. Sari found that cartoons provide an authentic model of language, thus helping students better understand intonation and pronunciation in English. Many students find it difficult to understand spoken English, especially when dealing with native speakers who have different variations in intonation, accent and speaking speed.

For several compelling reasons, the researcher chose short cartoon videos as the medium for this study. First and foremost, short cartoon videos are highly engaging and in line with the emotional and cognitive development of students in grade seven. Students tend to respond positively to visual and audio stimuli that are engaging and easy to understand at this stage. Short cartoons usually present stories in simple, easy-to-understand language and are supported by visual context. This helps students understand spoken English even if they are beginners. Secondly, the short duration of the videos helps students stay focused and prevents boredom that often occurs when long or monotonous listening

materials are used. In addition, cartoons are also excellent for teaching listening comprehension because they usually use dialogues full of conversational phrases, repetitive language patterns, and common vocabulary often used in daily life. The use of humor and familiar themes from cartoon videos also helps to create a more relaxed and fun classroom atmosphere. Ultimately, this can increase students' drive and engagement in learning. As a result, the researcher believes that short cartoon videos are useful tools to improve students' listening skills in English, particularly for junior high school students.

The research conducted by Wati, et al (2023), entitled “ The Effect of Using English Cartoon Movie Toward Student’s Listening Comprehension at Grade X SMAN 1 Tembilahan” found that the use of cartoon films in English language learning has a significant impact on the listening skills of grade X students at SMAN 1 Tembilahan. Through the quasi-experimental method, the results showed that students who learned with cartoon movies experienced a significantly higher increase in scores than the control group who only used audio. The findings suggest that visual media such as cartoon movies can help students more easily understand conversational context and vocabulary because it presents interesting audio-visual examples.

Several studies have demonstrated the effectiveness of audiovisual materials in enhancing listening ability. A comprehensive study was conducted by Agustin et al. (2022) entitled The influence of English subtitled cartoon videos in teaching listening ability A-quasi experimental at eight grade of SMPN 05 Bengkulu using a quasi-experimental design with two groups of eighth grade

students. The researchers found a significant improvement in students' listening skills by using English cartoon videos as treatment. The experimental group of 30 students achieved an average post-test score of 70.17, much higher than the control group which only reached 59.67. The result of statistical analysis showed that the effectiveness of the intervention was 0.000 ( $p < 0.05$ ). The researchers noticed that the students were very enthusiastic while watching the video during the treatment session and were more focused. By combining audio, visual, and subtitle elements, the learning environment became interesting and easy to understand.

Some studies also focus more on the use of subtitles or comparing audio and video media, but not many have specifically examined the effectiveness of short-duration cartoon videos that are interesting and suitable for the attention span of seventh grade junior high school students. In fact, seventh grade students have different cognitive and psychological development characteristics from students at higher levels. Therefore, this study aims to fill the void by examining the effectiveness of using short-duration cartoon videos in improving the listening skills of seventh grade students of SMPN 1 Sanankulon. This research is expected to make a new contribution in the development of listening learning strategies that are more interesting and in accordance with the needs of junior high school students.

Based on this background, this study aims to determine the effectiveness of using short cartoon videos in improving the listening ability of seventh grade students at SMPN 1 Sanankulon. The results of this study are expected to provide

new insights into interesting listening learning strategies for junior high school students.

### **B. Formulation of Research Question**

Is there any significant difference in students' listening ability before and after being taught using short cartoon videos?

### **C. Purpose of The Study**

To identify any significant differences in students' listening ability before and after being taught using short cartoon videos.

### **D. Formulation of Hypothesis**

Hypotheses are projections of problems or hypotheses about the relationship between two or more variables. The null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_a$ ) are two different categories of hypotheses that state different things.  $H_0$  is negative, while  $H_a$  is positive. Based on the above research objectives, two hypotheses are proposed:

1. Null hypothesis ( $H_0$ ): Students' listening ability before and after being taught using short cartoon videos media in class VII SMPN 1 Sanankulon do not change significantly.
2. Alternative hypothesis ( $H_a$ ): Students' listening ability before and after being taught using short cartoon videos media in class VII SMPN 1 Sanankulon change significantly.

### **E. Significanr of Study**

The expected results of the research on the use of short cartoon videos to improve English speaking skills in SMPN 1 Sanankulon grade 7 students.

#### **1. Benefits for Schools**

It is hoped that this study will encourage schools to support the use of innovative and engaging media such as short cartoon videos in teaching. By incorporating multimedia tools such as these into the curriculum, schools can improve the overall quality of the teaching and learning process, making it more interactive and effective.

#### **2. Benefits for teachers**

This research is expected to help teachers understand the use of short cartoon videos as an educational tool. This method can offer a more interesting and useful way to deliver listening materials, assist teachers in understanding the material, and enable the application of useful methods to improve student's listening ability.

#### **3. Benefits for Students**

These entertaining and visually appealing short cartoon videos increase student's motivation to learn English. The aim of this method is to make learning more fun and accessible, and show students that improving listening skills can be a fun and effective activity.

#### **4. Benefits for Researchers**



The results of this study are expected to be a useful reference for further research on educational media and listening ability development. This research may provide insight and a basis for further research on how effective multimedia tools are in improving students' language ability.

#### **F. Scope and Limitation of Study**

Remainding many problems in the research, the researcher limits the problem that only using short cartoon videos to support students' English listening ability or English listening material in cartoon-themed daily activities in SMPN 1 Sanankulon. The researcher wants to know if there is a difference between students that learn by using short cartoon videos media before and after. The researcher wants to know whether the influence of short cartoon videos media on students' ability to listen to English properly and correctly.

#### **G. Definition of Key Terms**

This section explains the research in the previous point. "The Effectiveness of Using Short Cartoon Videos on Students' Listening Ability of Seventh Grade at SMPN 1 Sanankulon". The definition of key terms is as follows:

##### **a. Effectiveness**

A method of achieving a desired goal or result is called effective. The extent to which the use of short cartoon videos, the student

successfully understands and improves students' listening ability in the context of this study is referred to as effectiveness.

b. Short Cartoon Videos

Short Cartoon Videos is a type of audiovisual media that displays a story or message in the form of a short animation. These videos are usually a few minutes long and are created to attract attention and make information easier to understand through visual and auditory elements.

c. Listening Ability

Listening ability is a skill that involves understanding, interpreting and responding to information conveyed verbally. It also includes the ability to follow the flow of the conversation or information being listened and understood the meaning in detail.