

CHAPTER I

INTRODUCTION

This chapter contain the following section: background of the study, formulation of research, research objective, formulation of hypothesis, significance of the study, scope and limitation, definition of key term.

A. Background of the Study

Listening plays an essential role in English learning because students need to understand spoken language before responding or communicating effectively. Listening has a big role in the language acquisition, because it's basic for speaking skills and understanding meaning in oral communication. As a receptive skill, listening helps learners process spoken input, which subsequently support their speaking, reading, and writing abilities.¹ Listening is one of the most essential and foundational skills in language learning. From the moment we were born, we begin to engage with and process sounds, starting with the recognition of familiar voices. In Indonesia, English has become a part of national curriculum and starting from elementary school. However, listening is still considered difficult to master by the majority of students. Mastering listening skills to be difficult by 1,2 learners because lack of practice opportunities and impractically for enhancing listening skills.²

¹ C C M Goh and L Vandergrift, *Teaching and Learning Second Language Listening: Metacognition in Action*, ESL & Applied Linguistics Professional Series (Taylor & Francis, 2012).

² Maulida Gustika, Sahlan Tampubolon, and Erika Sinambela, "To Improve Students' Listening Skill by Using Animation Video at SMAN 1 Stabat Kabupaten Langkat," *Journal of English Language Teaching, Literatures, Applied Linguistic (JELTLAL)* 2, no. 2 (2024): 47–54, <https://doi.org/10.69820/jeltlal.v2i2.153>.

The ability to understand spoken English effectively is essential, both to support learning in the classroom and to meet the challenges of global communication outside of school. Listening helps to comprehend instructions, participate in discussion, and engage with diverse spoken text, including informal and formal language use. It serves as a foundation for meaningful interaction and play a central role in development of other language skills, such as speaking and vocabulary acquisition. Learners must develop the proficiency to comprehend both speaker's vocabulary and accent, enabling them to fully capture and process the intended information.³

The growth of information and communication has greatly influenced many aspects in human life, especially education. In the context of English language learning, technology has created a new opportunity for teacher and students to access more diverse and interactive learning resources, especially listening. Technology enables listening materials to be presented through a variety of more engaging and interactive digital media, such as video, audio which can provide visual and audio context. Maulina et al., state that the use of technology in learning listening provide many advantages one of them it makes easier for teachers to prepare and conduct lessons in a shorter amount of time.⁴

Technology based listening also helps students connect the material with the

³ Mrs. K. Sree Vani and Dr. Noonsavathu Veeranjanyulu Naik, "Significance of Listening Skills in Enhancing the Communication Skills," *Smart Moves Journal Ijellh* 11, no. 7 (2023): 9–16, <https://doi.org/10.24113/ijellh.v11i7.11442>.

⁴ Maulina Maulina et al., "Technology-Based Media Used in Teaching Listening Skills," *Exposure : Jurnal Pendidikan Bahasa Inggris* 11, no. 1 (2022): 85–99, <https://doi.org/10.26618/exposure.v11i1.6564>.

knowledge or idea they already have, so they can understand the material better. Technology not only provides exposure to various English accents and contexts but also enables learners to control the pace of learning, repeat materials and receive instant feedback.

In modern language teaching, especially in English as a foreign language (EFL) teaching media help bridge the gap between abstract concepts and students' understanding by visual, auditory and interactive elements that support comprehension. The use of teaching media is expected to enable students to comprehend the material quickly and stimulate their interest in learning.⁵ However, listening activity often relies on using conventional methods. Conventional methods of teaching often rely heavily on textbooks or teacher explanations which may not be sufficient to address the diverse learning styles and needs of students. Consequently, students become passive learners who lack engagement and motivation during listening activities. They may struggle to follow spoken input, especially when it lacks visual or contextual support. These can lead to poor listening comprehension. English learning activities more emphasize on reading comprehension, teachers who teach listening tend to ignore the students' problem on listening without implementing listening learning strategies that can help students feel at home and want to continue learning. In another factor is monotonous classroom environment. A repetitive and unvaried environment can easily lead to boredom. The human

⁵ Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School," *Anatolian Journal of Education* 4, no. 2 (2019): 53–60, <https://doi.org/10.29333/aje.2019.426a>.

brain naturally needs a new stimulus. When there's no new stimuli, students' attention easily distracted. They start daydreaming, chatting with their peers or busy. According to Xie, lack of interest includes when the desire for partaking in class activities is lowered and learners are inclined to escape such a context.⁶ Because they are unwilling to learn, because the learning environment lack the energy and stimulation needed to maintain their focus and motivation.

In English language learning, instructional media are essential for enhancing students' understanding and engagement. Media can be categorized into two types: traditional media and modern technology-based media. One example of technology-based media that has gained increasing attention in language education is animation video. This type of media integrates visual, auditory and contextual elements to create a more interactive and stimulating learning process. Animation video is a type of contemporary entertainment that blends speech, music, visuals with moving picture which combine both audio and visual element such as face expressions, gestures, and contextual scenes.⁷ These features provide additional cues support students' comprehension and make the listening process more engaging. In addition, presenting material in the form of animation video can also increase students' interest and attention, so that the listening process becomes more interesting and interactive.

⁶ Jin Xie, "The Effects of Boredom on EFL Learners' Engagement," *Frontiers in Psychology* 12, no. September (2021): 10–13, <https://doi.org/10.3389/fpsyg.2021.743313>.

⁷ Muhammad Ibrahim and Insan Al, "Using Animation Video to Enhance EFL Students' Listening Comprehension Abstrak," *Retain: Journal of Research in English Language Teaching* 12, no. 01 (2024): 24–29.

Moreover, animation video suitable to multiple learning styles, especially visual and auditory learners. This modal help students retain information better and stay focused for longer periods. The dynamic nature of animation video can also simplify complex ideas by visualizing them in more concrete and relatable way. Thus, enhancing both understanding and memory retention.

Previous studies have been conducted by several researchers related to the use of animation video as teaching media in enhancing students' listening ability. Previous study conducted by Ratu et al., entitled "Improving students' listening comprehension skill using animation video". Ratu found that the use of animation video significantly enhances students' understanding of simple past tense. The research use CAR (classroom action research) at SMAN 2 Teriak. The research concluded that the use of animation video could solve the students' problem in listening comprehension.⁸

The researcher conducted by Rahayu et al., entitled "Senior high school students' perception on the use of YouTube in teaching narrative listening ". Rahayu found that the use of YouTube as learning medium in teaching narrative listening gained positive perception from students. The research employed qualitative descriptive method with the participants of class X IPS 2. While this

⁸ Yubellia Hildegardis Ratu, Endang Susilawati, and Urai Salam, "Improving Student's Listening Comprehension Skill Using Animation Video," *Journal of Education and Teaching (JET)* 5, no. 2 (2024): 187–200, <https://doi.org/10.51454/jet.v5i2.377>.

study concluded the use of YouTube media can help students learn more enjoyable and engaging for teaching narrative listening in EFL classroom.⁹

Another research conducted by Deghu, Mata & Rita., entitled "improving students' listening skills using audio visual aids" the researcher used a classroom action research design. The participant being second grades students of the state polytechnic of Kupang. The finding showed that the used of audio-visual aids significantly improved students' activity and significantly improved to the student's listening achievement. The research concluded that the implementation of audio-visual learning models can enhance students' listening performance and engagement during learning process.¹⁰

Several studies have examined the use animation video in improving students' listening comprehension. Most of these studies revealed that animation video makes the learning process more enjoyable, engaging and understand English through visual and auditory support. The combination of moving images, sound and contextual motivate students and improve their concentration during listening activities. However, despite the positive findings, most of previous studies focused only senior high school level. The present study involves young learners who have difference cognitive characteristic from older students. Furthermore, many students still struggle to understand spoken English

⁹ Puji Rahayu, "Senior high school students' perception on the use of youtube in teaching narrative listening," n.d.

¹⁰ Yosef Paseli Dheghu, Rosdiana Mata, and Paula Rita, "Improving Students' Listening Skill Using Audio Visual Aids," *Proceedings of the International Conference on Applied Science and Technology on Social Science (ICAST-SS 2020)* 544 (2021): 411–13, <https://doi.org/10.2991/assehr.k.210424.079>.

due to the lack of engaging listening media and limited teaching strategies, which often reduce their motivation and focus during the learning process. therefore, the researcher conducts this study to examine the effectiveness of using animation video in students' listening ability of eight grade at MTsN 5 Kediri.

B. Formulation of Research

Based on the background of the study above, formulation of research is as follow: is there any significant difference effect of using animation video as teaching media on students' listening ability of eight grade at MTsN 5 Kediri?

C. Research Objective

Based on formulation of the research above, researcher assert that the purpose of the study is to know there is significant difference effect of using animation video as teaching media on students' listening ability of eight grade at MTsN 5 Kediri.

D. Formulation of Hypothesis

The statistical hypothesis of this research as follows:

1. Null Hypothesis (H_0) there is no significant difference effect of using animation video as teaching media on students' listening ability of the eight grades at MTsN 5 Kediri.
2. Alternative Hypothesis (H_1) there is any significant difference effect of using animation video as teaching media on students' listening ability of eight grade at MTsN 5 Kediri.

E. Significance of Study

1. Theoretical significance

Theoretically, this research is expected to contribute to the understanding of technology-based learning media, particularly the use of animated video in developing English listening ability. In addition, the result of this research can enrich the literature on the effectiveness of use animation video in improving listening ability, which have considered one the most challenging language skill to teach and learn.

2. Practical significance

a. For Teachers

The research can help English teacher find better ways to teach listening. It may consider using difference media while teaching listening. This study provides a recommendation for teacher to integrate animation video as effective and engaging for listening comprehension

b. For Students

Hopefully, by use animation video students enhance their listening ability and discover a new, more engaging technique for learning English. Students can learn listening in a more enjoyable and less monotonous way. Students can increase their motivation and activity in the learning process.

c. For School

This learning media can provide a new innovation for educational institutions in developing various teaching media and can be used as an additional reference for school in the learning process.

d. For future researcher

The result of the study can serve as inspiration and reference for future researchers. This study provides a foundation for future studies to investigate the implementation of various technology-based learning media, especially animation video in teaching for English or other foreign language.

F. Scope and Limitation

This research focuses on investigating the effectiveness of use animation video as teaching media to enhance students' listening ability at MTsN 5 Kediri. Especially eight grades students. The study aims to determine how animation video can enhance students' listening ability.

The researcher limits the problem only investigate listening skills only. Moreover, the present study does not how the students can learn better from the use of animation video. In other word, this study does not provide information qualitative by the process and the lesson learned from the use of animation video.

G. Definition of Key Term

Definition of key term serve to avoid misunderstanding in term and content of the topic in this study. It is necessary for the researcher to define the key term used in the study.

1. Effectiveness

Effectiveness refers to degree which a particular method, strategy, or intervention to achieve its intended outcomes or goals. In this context of the study, effectiveness may pertain to how well animation video as learning media and comprehension during learning activities. It is considered effective if there is any significant effect students' listening ability when using animation video. Significant differences in score can be highlighted by calculating statistical formula. If the p-value (Sig.2-tailed) is lower than significance levels (0,05) and t-test is higher than t-table, it can be said using animation video is effective to enhance students' listening skills

2. Animation Video

Animation video refers to a type of multimedia that combines moving images, sound and visual storytelling to present information or a story.

3. Listening Ability

Listening ability involves the students' ability to receive, construct meaning from and respond to spoken messages. According to Rost, 2015 ¹¹ Listening is an active process that involves receiving, constructing meaning, and responding to the message heard. In this study, listening refers to

¹¹ Rost, (2015)

students' ability to understand spoken English, include identifying main ideas, specific information, and inferring meaning from context.