

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the problem of the study, objective of the study, hypothesis, scope limitation, the significance of the study, and the definition of key terms.

A. Background of the Study

Listening is important skill for learning English, and non-English speakers find that listening is a major challenge. Listening is one of the four important language skills, so we must learn it to improve language acquisition. This becomes a determinant to become the main component in language learning. For language learners, listening is one of the keys to being able to follow learning well in class (T. Wulandari and Sya'ya, 2021).

According to Azizah and Yaumi, (2018) listening is an activity that pays attention and tries to catch the purpose of something from what you heard. In listening to the language spoken orally by the speaker, it is really important to understand what speaker purposes when they say certain words. Therefore, it is not easy to understand their words. So, the learner must really pay close attention to sound, situational context, and gestures.

Teaching listening is different from teaching other language skills, it requires an internal process that cannot be directly observed by the teacher. Teachers must provide students with effective listening tools to prepare students to become good listeners, appropriate listening methodologies and help students to develop their self-confidence (Hadi, Izzah, Fudiantari, 2021). This is like a challenge in itself for teachers who teach listening. All this has to be applied precisely for a long time until it works. Teaching listening is usually carried out in a language laboratory by using textbooks and also with recorded CDs. The recorded CD cannot be copied easily because the publisher limited it. So, Students are only able to practice listening during class hours (Fauzanna, 2017).

A well-known authority in applied linguistics and language teaching, H. Douglas Brown offers insightful advice on how to develop listening skills in

particular. The following broad guidelines and general principles are derived from the works of H. Douglas Brown: Interactive Listening, Authentic Materials, Pre-listening and Post-listening Activities, Listening Strategies, Task-based Learning, Pronunciation and Intonation, Cultural Awareness, Variety in Listening Texts, Assessment and Feedback, Reflective Practices. These general principles align with H. Douglas Brown's emphasis on communicative language teaching and learner-centered approaches. Implementing these strategies in the listening class can contribute to the development of effective and confident listeners. These overarching ideas supplement learner-centered strategies and communicative language instruction, which are priorities highlighted by H. Douglas Brown. Using these techniques in the listening classroom can help students become confident and skillful listeners (Brown, 2001).

Teaching listening skills in a junior high school setting involves addressing the developmental needs and linguistic abilities of students at this stage. Here are some key components that can be taught in a junior high school listening class : basic listening skills, everyday conversations, vocabulary development, pronunciation and intonation, listening for specific information, Teach students to listen for specific information. This skill is essential for understanding details in spoken language, such as dates, numbers, and specific facts (Umiyati, Mbete, Cerman, Nurdin, Loi, 2022).

Students may find it difficult to learn listening skills. It is difficult to learn and it requires teachers to change their listening practice and methods to be more effective. with the teacher developing learning listening comprehension skills such as innovating new things can increase success in language learning. It can also improve their comprehensible input. Because they are able to feel motivated to have more opportunities to speak English such as conversation with native speakers. This is able to increase the learner's confidence in listening comprehension (Ahmadi, 2016).

According to Slamet (Utomo, Kusmaryati, Sulistyowati, 2019) resources, insufficient time, and materials are the three main problems related to the practice of teaching and learning English, especially in teaching listening. Other things that

are included in the source of the problem are finding listening materials that are suitable for students, limited time in learning, limited resources, limited facilities in educational institutions that make things stagnate, and difficult materials. Difficulties in Teaching Listening also has problems that come from external factors, namely; Inadequate equipment, such as teacher facilities for teaching in English laboratories, such as computers, loudspeakers, audio cassettes, microphones, etc (Aryana and Apsari, 2018).

Some teachers feel that it will take more time when preparing students to work in groups that there are many considerations that must be made. Students may have the chance to learn from one another through this group activity, but it can also lead to new issues like interpersonal disputes. They need to consider whether they want students with similar abilities in a group in one group or grouping students with abilities that are not equal to their own. Each student certainly has different characteristics and this can trigger some students not wanting to work with students who have different or other characteristics (Utomo et al., 2019).

A lot of students think that listening skill is a passive skill. English as second language, so they do not want to learn much about English comprehension. Listening is one way to get an understanding of something and the information needed. For studying other English skills, learners also need listening to get information. If they want to learn how to speak a foreign language, they must learn to perceive and understand the spoken language they hear (Andyani, 2012).

To solve students difficulties in learning listening skills teachers have to be more creative in adding to the way their listening practice becomes an effective way. One of the things that can help students succeed in language learning and improve their understanding is the development of good and effective listening skills (Ahmadi, 2016). Teachers can employ various strategies and instructional approaches to support students in developing their listening skills. Teachers should be aware of students' learning difficulties and help them develop effective learning strategies to improve their English listening abilities.

Students who have great listening comprehension skills can be more able to contribute actively in class learning effectively. students can overcome difficulties

in learning listening by developing effective learning strategies. Some strategies that students can use to improve their listening skills. Students can set goals, practice listening regularly, identify areas of difficulty, take notes, and ask questions (Saraswaty, 2018).

Movies can be a great resource to motivate learners to learn. When they watch the film, they are able to get some of the phrases and words used in the film. Those are able to improve their target language words. Many types of films that can be watched, such as soap operas, horror, action, romance, and others. Many learners' hobbies are watching movie. Watching movie can motivate them to learn foreign language because not few learners feel lack of interested in learning a language. The various types of film which arouse different learners' interests are able to be used as source to learn language. However, the way a person watches a movie has a certain result on their learning. Watching a movie with subtitles is one way to learn the source language or the target language (Siska, 2015).

Today's students enjoy watching films, there are many types of films to watch, and by using films to learn English, students can learn more about the language and practice skills such as listening allowing them to continue to develop. They can see and hear directly during playback by watching movies. Watching videos with English subtitles combines three media, namely aural, visual, and textual, this supports the audience to take things that can be taken. (Erlangga and Ayu, 2022) Using films to attract students and add new vocabulary is one of the teaching methods. subtitled films strongly encourage language learners to consciously use new vocabulary and idioms. Many people enjoy watching movies because it is a relaxing activity where the audience just sits in a chair and prepares their eyes and ears to watch and listen.

One of short of movie is animated video. Its presence can prevent students from drawing incorrect conclusions. The moving images and sound effects in the video can be viewed by the students, who can then use the clues to determine the meaning. Additionally, students find it simpler to understand challenging texts when terminology is taught using animation videos, which eventually helps them become more independent and autonomous learners. The students can utilize the tips in the

video to better understand the text and become more independent learners who don't need to ask the teacher the same questions repeatedly (Mubarok, Sundari, Wahjuningsih, 2017).

Learning is a process. This means that learning activities occur dynamically and continuously which causes changes in children. The change in question can be in the form of knowledge or behavior. Each of them has their own way of looking at every event they see and experience. Learning style is the fastest and best way for individuals to receive, absorb, organize, and process the information they receive (Brown, 2007).

Everyone's learning style is influenced by natural factors and environmental factors. So there are certain things in a person that cannot be changed even with practice. But there are also things that can be trained and adapted to the environment that sometimes cannot be changed. Recognizing your own learning style does not necessarily make you smarter. But once you can identify which learning style suits you, you will be able to learn in a more effective way.

Barbe, Swassing, and Milone proposed three sensory learning modalities— Visual, Auditory and Kinesthetic for the learners (Barbe et al., 1979). This categorization does not mean that individuals only have one particular learning style characteristic so they do not have other learning style characteristics. But it is a guideline that individuals have one of the most prominent characteristics, so that if students get appropriate stimulation in learning it will make it easier for them to receive lessons.

Visual learning style or visual is a way of learning that use of vision through seeing things, for example diagrams, movie, pictures and shows, demonstrations or watching videos. Auditory learning style or auditory is a way of learning through listening to things such as lectures, music, discussions, audio tapes, and debates. Kinesthetic learning style or kinesthetic is a way of learning that involves a lot of movement. This type will easily remember information by immediately practicing it rather than just listening to or reading theory.

There are many studies that researchers have found that are related to this research but are not the same as this research. For examples Khumairah, Korompot,

Sultan, (2023), the study, using animated video can help students improve their listening abilities. The success of this strategy is further supported by the students' favorable opinions on the use of animated movies in English instruction, especially when it comes to listening skills. All in all, these findings highlight the advantages of using animation movies as a teaching aid, which raises student engagement in the classroom while also enhancing listening skills.

Azizah and Yaumi (2018) discovered the impact of subtitled movies on students' motivation for listening. This study demonstrates that teaching listening through the use of subtitled movies is successful in raising students' drive to listen as well as their listening proficiency. It was demonstrated in their study's findings, which revealed that students' average scores before the questionnaire were 60.9 out of a possible 1462 and thereafter were 65.8 out of a possible 1580.

Research conducted by Hidayat (2013) found that using songs to teach students how to listen, According to studies, the mediums used in the teaching and learning process, in this case songs, aid the instructor in imparting listening skills to students and can be a fun approach for them to progress academically. The kids received a lot of help from the media when they were taught.

Ebrahimi and Bazaee (2016) found that According to study on the impact of watching English-language movies with standard subtitles on vocabulary comprehension and content, movies can assist students learn the language by enabling them to comprehend it in a variety of accents. EFL students typically hear people speaking their native tongue in various American and British regions with various accents. Because they are accustomed to listening to standard English, learners will find it challenging to hear every word. Additionally, it is helpful for learning how to distinguish between different English dialects from around the world, and subtitles are an excellent resource for assisting students in understanding the movie.

Based on the conditions above, the researcher wants to study about the effect of watching animated video on listening skill of students with their different learning style.

B. Research Question

Based on the background of the study above, the researcher will focus on the problem as follows:

1. Is there any significant difference in listening skill between students who are taught by using watching animated video and that those taught by using story telling?
2. Is there any significant effect of watching animated video on listening skill of students with visual learning style?
3. Is there any significant effect of watching animated video on listening skill of students with auditory learning style?
4. Is there any significant effect of watching animated video on listening skill of students with kinesthetic learning style?

C. Objective of the Study

Related to the statement of the research problem above the objectives of the study are to find out :

1. significant difference in listening skill between students who are taught by using watching animated video and that those taught by using story telling.
2. effect of watching animated video on listening skill of students with visual learning style.
3. effect of watching animated video on listening skill of students with auditory learning style.
4. the effect of watching animated video on listening skill of students with kinesthetic learning style.

D. Hypothesis

To answer research problem in this study, the writer has some hypotheses. There are two kinds of hypotheses, Ho (Null Hypothesis) and Ha (Alternative Hypothesis). Here are the descriptions of the hypotheses:

1. Ho : There is significant difference in listening skill between students who are taught by using watching animated video and that those taught by using story telling

- Ha : There is significant difference in listening skill between students who are taught by using watching animated video and that those taught by using story telling
2. Ho : There is no significant effect on listening skill of visual students taught by using watching animated video
- Ha : There is significant effect on listening skill of visual students taught by using watching animated video
3. Ho : There is no significant effect on listening skill of auditory students taught by using watching animated video
- Ha : There is significant effect on listening skill of auditory students taught by using watching animated video
4. Ho : There is no significant effect on listening skill of kinesthetic students taught by using watching animated video
- Ha : There is significant effect on listening skill of kinesthetic students taught by using watching animated video

E. The Scope and Limitation of the Study

To limit the scope of this study, this research concentrates on watching animated video on listening skill of students with their different learning style. This study analyzes VIII grade in MTsN 6 Blitar. This research only needs to analyze the effect of watching animated video on listening skill of students with their different learning style.

F. The Significance of the Study

The result of this study is expected to have useful result that are important to the readers in term of:

1. For Teachers

The benefit for teachers is to provide knowledge about the effect of watching animated video on listening skill of students with their different learning style. that way the teacher can add sources of learning media. The teacher can find out the problems that exist in teaching listening, and expand knowledge about teaching listening skills

2. For Students

The benefit for students. They can learn through the effect of watching animated video on listening skill of students with their different learning style. They can find various thing to learn English through watching movie.

3. For Researchers

This research is able to be a reference for the next researchers who are interested in doing research in the same field.

G. The Definition of Key Terms

The definitions of key terms in this study were conducted to avoid a misunderstanding of the title above therefore the authors provide a clearer and more focused overview of the process, with a few terms as mentioned below:

Animated video is a visual representation of a story, concept, or idea that is created using animation techniques. Animation involves creating the illusion of movement by displaying a series of images or frames in rapid succession. These images can be hand-drawn, computer-generated, or created through other animation methods.

Listening is a process of capturing, understanding, and remembering as well as what he hears or something that is said by another person to him. The ability to listen actively is defined as a process in which listeners can actively understand spoken language to obtain information, and understand speech objectively is the goal of the speaker's attitude.

Learning style is the way a person feels easy, comfortable, and safe while studying, both in terms of time and senses. Style learning is a style that someone chooses to get information or knowledge in a learning process.

Storytelling is a storytelling activity. People who do this activity are called storytellers. Traditionally, storytelling is told orally. Storytelling can also be done with the help of various tools and media. For example, writers who use paper, books, even blogs to tell stories, musicians who use songs to tell stories, even designers who use clothes to tell stories.