

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses a review of the related literature. It deals with the review of related information definition of listening, teaching listening, problem teaching listening, English movie, animated video, subtitle, learning style, and story telling. Those were included in this chapter helps in familiarizing information that are relevant and similar to the present study.

A. Listening

One important ability that we must learn in order to learn English as a foreign language is listening. According to (Richards and Schmidt, 2010) Understanding communication in language while listening is called listening comprehension. The purpose of certain linguistic components, such as words, phonemes, and grammatical structures, is at the heart of the process of learning a second language. Listening ability is important to be mastered because the benefits build a good communication. Without listening ability, we cannot communicate well.

The four skills of language learning are as follows. Speaking, writing, listening, and reading are all involved. Receptive skills and productive skills make up the four skills. Skill is generally defined as the ability to do something well or with expertise. Speaking and writing skills are called productive skills. Listening and reading are called receptive skill. Active skill is also called another word for productive skill, because it is the delivery of information produced by speakers in written or oral form. It can help students to apply real-life activities in the classroom (S et al., 2021). In teaching English, there are speaking, listening, reading and writing. Those are four skills in learning language that must be mastered by a teacher. Listening is one of them.

One approach for language learners to comprehend and absorb information from a language is by listening. But when it comes to teaching and studying English as a second or foreign language, instructors and educators hardly ever pay attention to listening. There are many reasons, one of which is that according to some people, listening is a passive skill and not necessary (Andyani, 2012).

Listening is an important medium for collecting information in our lives. In addition, listening is the most commonly used language activity. Newborn babies will first listen to the sounds in their surroundings and internalize language input before they speak and learn to read and write. The importance of listening is not just a matter of time to complete the task. From the four aspects of skills (speaking, writing, listening, reading), listening is naturally reflected to be the main skill for mastering the mother tongue (first language) (Hadian, 2015).

B. Teaching Listening

The phrase "listening and understanding" has several different meanings. The technique of effectively understanding spoken language is known as listening comprehension. The ability to understand what has been heard is a result of listening comprehension. Understanding word meanings, pronunciation, and sentence structure all fall under this category. Despite the fact that they can repeat sounds without understanding them, it is the listener's capacity to repeat the text they have heard (Ahmadi, 2016).

In this decade, the research had produced some practical principles for designing techniques in listening. Based on (Brown, 2001) these principles are summarized below.

1. We must make sure that we do not overlook the significance of listening comprehension strategies in the four interactive skills courses. It is simple to embrace a philosophy that focuses less on compositional strategies and more on letting students "experience" language. If your course is content-based or focused on the integration of skills, we must provide each student the proper amount of attention.
2. Use methods with inherent strength. It needs to be appealing to the objectives and interests of the listener. When creating lessons, instructors should take into account all of the students' experiences, ambitions, and talents because background knowledge is a crucial component of listening. Please keep in mind that a student's cultural background might both help and hinder their ability to listen.

3. Use authentic language and context. Real language and real-world tasks enable students to connect classroom activities with their long-term communication goals. If you introduce natural text instead of concocting artificial materials, students will be more likely to engage in this activity.
4. Consider carefully the listener's response. Understanding itself is not externally observable. We cannot peer into the brains of two learners through a small window, nor can we observe the content stored after what others have said. We can only infer that certain things are understood by students' verbal or nonverbal response to speech.
5. Encourage listening strategy development methods. As teachers we must encourage and provide them with effective strategies in the classroom. Because most foreign language students don't know how to listen at all.

C. Purpose of Listening

As useful skills that are frequently employed in daily life, listening is positioned between writing, reading, and speaking. Gaining proficiency in listening will help us significantly with another targeted skill. If people want to communicate correctly, meaningfully, and organically, they want to hear multiple varieties of English spoken frequently and continuously. Since listening is related to receptive skills, it offers verbal input (Latupono and Nikijuluw, 2022).

(Gilakjani and Ahmadi, 2011) One of the most important abilities in learning a foreign language is listening comprehension since it requires one to thoroughly understand what they hear in order to give appropriate feedback. The most important ability that we employ on a daily basis in life is listening. But while they practice listening skills, teachers typically do not take them into consideration. The following are the indicator of listening test that are primarily applied in language classes: Determine the purpose the dialogue, determine the word meaning from the dialog, identify the information from the dialog, and determine the word reference from the dialog.

D. Problems of Teaching and Learning Listening

Because listening is important skills, some students experience difficulties in learning to listen. Students' listening difficulties will cause them to struggle while

learning listening comprehension, especially those who are learning English as a second or foreign language. To help kids learn foreign languages, teachers should focus more on teaching listening. Listening is frequently regarded as the most challenging language skill for students to develop in language classes. because in order to understand the information, including dialogues and monologues, students while listening must pay attention and concentrate more.

According to Darti and Asmawati, (2017) There were some difficulties. Students face some difficulties. When analyzing students' difficulties, they found that there are ten problems with students' self-study. They are: pronunciation, accent, poor grammar, lack of vocabulary inattention, speaking speed, noisy, anxiety inability to use listening strategies, poor recording quality .

Based on Yahmun (2020) it can be challenging to comprehend spoken English in the fundamental listening lesson. Researchers and other English teachers have become more aware of this issue as a result of the study's findings because students' listening abilities are one of the most fundamental and important language acquisition skills. Researchers are concerned that students won't be able to develop other talents if they don't improve their listening skills. The reason for this is that kids still need to listen to their teachers when acquiring other language skills like speaking, reading, and writing because their explanations still employ spoken language as the medium of education.

E. English Movie

Film or movie is a visual art used to show experiences through, stories, perceptions, feelings, communicate ideas, beauty, or the use of moving images. In movie, certain stories really happen as in documentaries that tell about nature or the biography of a character, and some films are based on true stories or real stories in novels. Fiction films in students' understanding of scientific phenomena are believed to have a negative impact on them (Kurniasih et al., 2018). English movie is a film which used English as dialogue. Almost all western movie used English for the language.

film is a story that is wrapped up in a collection of strips, which are shown on the screen. Most filmmakers today shoot their films digitally, but the main feature

of film remains the same: moving images. Movies have become a big part of human life (Putri and Sinaga, 2020).

Movies are a great way to teach and socialize children. They will also become an essential teaching tool for educational models and tactics in the future. Finally, movies are a great way to illustrate how humans affect everything. The first is that movies can efficiently transmit a lot of information by using action, sound, and image all at once. He makes it clear that abstract meanings like sound and feeling cannot be perceived, and that movies are the only medium that can do so. Second, they have the ability to express the true significance of ideas, sentiments, and social phenomena. They also have the ability to revive and change abstract knowledge found in course books (Kontaş, 2016).

F. Animated Video

Originally, the animation was only a compilation of still photos that had been given life through animation. In a different way, animation serves as a foundational art form for teaching viewers how objects move, and movement is what gives a character a lifelike appearance. Animation is a method of creating audio-visual works that rely on image timing. compiled pictures of multiple moving images to make them appear real. Examples of video animation include puppets, movies, pictures, cartoons, and other types of animation.

One of the many benefits of using animated video is that it can focus on subjects that would be challenging to teach in a traditional classroom setting because of constraints like space, cost, and location. The primary benefit of using animation movies is that they may make it easier for students to understand difficult concepts. This visual aid can help students achieve both the goal of improving their comprehension and their listening skills. Videos that include visual cues, such as gestures and emotions, are used to improve comprehension because they enable students to see beyond what they can hear and gain a deeper understanding of the content. Students can analyze their own language use or even the process of learning a new language by making connections between words and images when they watch language in action in natural settings.

G. The Benefit of animated video

The benefits of animation video include students ability to accomplish significant objectives including improving students' interest, encouraging language use, and raising their awareness of certain language usage or other communication-related topics. Lowe asserts that animations have the capacity to fulfill cognitive and emotive functions. The term "affective process" describes the technique of presenting information in a lighthearted, spectacular, or unusual style to pique learners' interest and inspire them to study (Hwang, Tam, Lam, Lam, 2012).

Learners' comprehension of the English language was significantly improved by watching English TV shows and animated films. According to the study, students who watched related TV shows and animated English videos with subtitles outperformed students who only used static learning materials on oral translation tests. In recent years, animated videos have gained popularity as a teaching tool. Animated educational videos have been shown to improve student motivation, foster creativity, and increase effectiveness. The following are some benefits of employing animated video in the classroom (Ridha, Bostanci, Kurt, 2022).

1. Improve comprehension by visualizing subjects. Animations are a simple way to represent and break down complex material so that students may grasp it more easily.
2. Boost engagement. Learners' attention and engagement in the subject being delivered can be maintained with the aid of animated videos.
3. Encourage students to study more. By providing an engaging and dynamic learning environment, animated movies can inspire students to learn more.
4. Accelerate learning. Compared to traditional teaching techniques, animations can assist students in comprehending difficult ideas more rapidly.

H. Learning Style

learning style is the learner in terms of the educational conditions in which he or she is most likely to learn. the way one feels easy, comfortable, and safe while studying, both in terms of time and senses (Wahab and Nuraeni, 2020). Someone will find it difficult to process information in an uncomfortable way because everyone has their own learning needs. Meanwhile, everyone's learning needs are

always different and the ways of learning and processing information are also different.

Learning styles, which may be categorized into three categories: visual, auditory, and kinesthetic, are one of the factors that aids students in achieving success. When someone determines a learning style, this can be combined, such as students absorb information regularly, easily, then process that information so that it is easily accepted (Albeta et al., 2021). Three sensory learning modalities—Visual, Auditory, and Kinesthetic (VAK)—were proposed by Barbe, Swassing, and Milone for students. The proposed VAK learning style combines three learning modalities so that students can learn by seeing the lesson, hearing the lesson, and moving about while they are learning (Lista et al., 2016).

a. Visual learning

The eyes play a significant part in learning when we use visual learning, which is a method of learning how we perceive objects. Students who learn best visually process information by looking at charts, images, posters, infographics, maps, and other visual materials. Studying written text, such as letters and writing, is another way to learn. The desire to see and experience material visually is very important for those with visual learning styles in order to fully comprehend it. They learn lessons more quickly when given visual material. Additionally, they have a good sense of color and a solid grasp of the creative. In this case visualization techniques train the brain to be able to visualize things, starting from describing a scene, an object (both real and imagined objects) to finally getting what you want (K and Helena, 2017).

There are some of the characteristics of visual learners. The learners remember what was seen, rather than what was heard. They Like to scribble on things, which sometimes makes no sense in class. They are fast and assiduous reader. In reading they prefer to read rather than be read to. In appereance, they concerned with appearance, in terms of clothing or overall appearance. They understand pictures and charts better than written instructions.

b. Auditory learning

An individual who practices an auditory learning method uses their sense of hearing to acquire information. So, they really rely on their ears to achieve success in learning. For example, by listening, such as lectures, dialogues, and discussions. In addition, you can also listen to the tone (singing) (Syofyan and Siwi, 2018).

In auditory learning. There are several characteristics of auditory people, including: learners absorb faster by listening. While reading, they make lip movements and utter the words from the book. They choose listening and reading aloud. Pitch, timing, and timbre can all be imitated and repeated. They have the ability to speak in a rhythmic pattern. Instead of learning through seeing, it is best to listen and recall what is spoken. They enjoy talking, debating, and going into great detail about things. They are better to spell out loud than to write it down

c. Kinesthetic learning

A way of learning that is done by someone to get information by doing experience, movement, and touch is kinesthetic learning style. In addition, kinesthetic learning is related to practice or direct learning experience. They are able to enjoy physical activity, and other practical hands-on experiences (Pritchard, 2009).

The kinesthetic learner model is a learner who absorbs information through various physical movements. There are more characteristics of kinesthetic learners, following are the characteristics of kinesthetic learners, including: They are always physically oriented, move a lot and like to learn through practice but when it comes to speaking, they speak slowly. In capturing material, they like to use various equipment and media. They stand close when talking to people and touch people to get their attention. To make it easier to memorize, they memorize by not standing still but they walk and observe. Sometimes they mark readings using their finger as a pointer while reading so they can find out where they have read. And they use gestures a lot. When studying they cannot sit still for too long.

I. Story Telling

Our society has traditionally valued storytelling, and educators should appreciate its importance as an instructional tool. Many people think that telling stories requires significant work and talent, but recent research indicates that anyone who is interested can learn the craft. A personal or traditional story is presented orally while preserving the spirit of the tradition it is based on. It provides students with natural language experiences because it is a shared experience between the narrator and the listener.

Students can internalize significant elements of tale starts and ends, settings, characters, and plot lines through storytelling. It offers practice for thought-unit expression, colorful language, developing ideas sequentially, and selecting powerful action words (Khaerana and Nurdin, 2018).

In Indonesia, the craft of storytelling has been practiced for many years. This oral tradition started to disappear over time as technology advanced and replaced it. This, however, was a transient issue. Storytelling is beginning to resurface in several developing world locations. Additionally, it has been computerized, and discussions on the narrative process are place in libraries everywhere. Narration and storytelling are becoming more and more popular in classrooms and may now be found online thanks to websites or blogs that feature fairy tales (Skharninda and Setyowati, 2020).

J. Previous Studies

Some previous researches that related to the effect of watching English movie on listening skill of students have conducted by some researchers. According to 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.

According to Maydina (2020) Students' listening abilities are enhanced by watching English-language movies. To evaluate the students' listening abilities, the researcher utilized a pre- and post-test. The alternative hypothesis is therefore accepted, and the null hypothesis is disproved. As a result, this study found that watching English-language movies significantly improved the listening skills of SMAN 16 Batam students in grade ten. Students might be inspired and motivated in acquiring listening skills by watching English movies.

The next research was conducted by Eva et al, This study aims to evaluate how students' listening comprehension is affected by media movies. The researchers tested the students' comprehension of listening while utilizing a movie as a teaching tool. This study used classroom action research as its methodology. Based on the findings of their research, researchers discovered that students were assisted by the use of Media Movie in overcoming their listening difficulties in English (Manurung et al., 2022).

Then, Thiphachanh conducted the efficiency of using movies to teach listening. This study is a quasi-experimental investigation using a control group for the pretest and posttest. The MANOVA results demonstrate that after watching films to learn, students' listening achievement considerably rises with $F = 4.961$ and $p = 0.030$. The degree of student motivation for learning was also examined in this study. After studying with videos, students' levels of learning motivation significantly rose ($F = 5.909$; $p = 0.018$; less than 0.05) (Nouthaphone and Purbani, 2020).

Basar investigated the application of English-language animated movies to strengthen listening abilities. 240 undergraduate students from semester 1 made up the study's population. This study sought to determine whether teaching English-language animated films to undergraduate students would enhance their listening abilities. The t-test was used to analyze the data, and at a significance level of 5%, it was discovered that the value of $t (2.11)$ is higher than t table (1.667). This proves that using animated English movies to teach kids to listen is successful (Siahaan, 2020).

Based on the result of previous studies above there were significant effect of watching animated video on listening skill of students. So, there is no much

different from previous studies. In this research, the researcher will investigate the effect of watching animated video on listening skill of students with different learning style. The researcher adds moderator variable which are different learning styles.