

CHAPTER I

INTRODUCTION

This chapter provides information on the background of the study, research question, objective of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Study

In today's modern era, English has become a global language that is used universally. English is recognized as an international language, so many countries in the world use it as the main language in communicating with foreigners (Utami et al., 2022). English language skills are often considered the key to success, both academically and professionally. Therefore, it is important for students around the world to develop strong English language skills.

In English language teaching, there are four language skills, namely reading, writing, listening and speaking, which must be taught to students. In particular, listening skills are the basis for developing other language skills, such as speaking and writing. As stated by Nabieva et al. (2023) that listening skills are very important because they are the basis for developing other language skills, such as speaking and writing. However, many students experienced difficulties in listening comprehension due to the lack of listening materials and limited opportunities to interact with native speakers. As a result, listening is often considered a challenging skill, which requires innovative approaches, such as the use of audiovisual media, to improve students' ability to understand and respond to spoken language (Syarifah, 2022).

Basically, listening is a basic language skill that helps students understand and adapt to the language. Rost (2011) explains that listening comprehension plays an important role in language learning because it allows learners to process and understand linguistic information,

which is essential for effective communication. Although important, mastering listening skills is a challenge in itself. Syarifah (2022) says that listening is considered one of the most challenging skills for learners, especially in non-English speaking countries, where opportunities to interact with native speakers or access authentic listening materials are limited. This skill remains an important component of language learning as it plays a crucial role in internalizing the linguistic information needed for language production. Therefore, listening comprehension is essential for language learning.

The ability to understand what others are saying and the reasons behind it is known as listening. This ability is one of the language proficiency requirements for learners of English as a second language. In their book, Richards and Renadya (2002) state that learning strategies only highlight useful aptitudes. It was widely believed that listening skills could be learned through exposure rather than instruction until recently, when applied linguists ignored the nature of listening in a second language. This proves that when learning a foreign language, listening is given less attention.

Many English learners do not pay enough attention to the importance of classroom instruction, despite repeated emphasis. In general, many factors affect students' listening skills. Students initially face difficulties in understanding vocabulary. In addition, the limited time allocated for learning English exacerbates the problem, and the poor quality of media and inadequate equipment can hinder students' listening experience. Inadequate exposure to authentic listening materials and limited practice time in class often hinder students' progress in listening comprehension, making it a skill that requires special attention (Renukadevi, 2014).

In this situation, it is very important for teachers to focus more on teaching listening skills to students learning English. They should emphasize teaching receptive skills, such as

listening, in addition to speaking and writing. Despite this, the majority of teachers continue to teach listening using traditional techniques. Siti (2015) claims that some teachers continue to use cassettes and occasionally only listen to dictations from their students to help them improve their listening skills. Students may become disinterested and bored with listening lessons as a result of this approach. A number of researchers in Indonesia have conducted many studies to investigate how teachers teach listening and have come up with a number of methods to teach listening in English language acquisition.

According to the author's observations, eighth grade students at MTsN 1 Kediri get poor grades in English lessons, especially in listening skills. There are several possible causes. One of them is because they often assume that effective listening is very difficult because they feel bored and uninterested in the information provided. The media used in the classroom to teach listening can cause a lack of enthusiasm and interest among students. Teachers usually ask some students to listen to their friends' performances before asking them to answer questions about the presentation. In addition, dictation is also often used by teachers in their learning process. This is what ultimately makes students lazy and less interested in listening learning.

To help students improve listening skills, the right strategy is needed. The use of appropriate learning media is included in the strategy to improve students' listening skills. In the teaching and learning process, the existence of media has quite an important meaning (Setiawan et al., 2020). This is because the ambiguity or complexity of the material presented can be simplified by using the media as an intermediary (Jazilah et al., 2021).

Audiovisual can be one of the right strategies to support the language learning process in the classroom. Jazilah et al. (2021) states that the use of audio-visual media in the learning process is one of the plans prepared by a teacher so that the learning process becomes more

interesting and can motivate students in learning. Sanjaya (2010) also argues that audio-visual media is a media that in addition to containing sound elements also contains image elements that can be seen such as video recordings, various film sizes, sound slides, and so on Febliza et al. (2015) said that learning using audio-visual media is a way of learning using media that contains elements of sound and images, where the process of absorbing the material involves the senses of sight and hearing. According to Brophy (2004), audio-visual media presents educational content through sound (audio) and images (visual) so that it is easy for viewers to understand. Because it combines two complementary aspects, audio-visual media has a higher quality. According to Rosdiana (2018), audio-visual media is expected to increase students' interest in listening to learning materials. This is because audio-visual media is imaginative so that it can arise students' learning motivation. In addition, audio-visual media can simulate real-life communication so that students can understand language as it is used in everyday life.

Learning using audio-visual media greatly affects the student learning process. With audio-visual media, students will find it easier to understand the material presented by the teacher because students are not only focused on listening to the contents of the material but also on seeing illustrations that can help students gain a deeper understanding. By using audio-visual materials, students not only listen but also see the context so that they can better understand language as it is used in everyday life (Jazilah et al., 2021). Setiawan et al. (2020) also said that the integration of audio and visual stimuli allows for a multisensory learning experience, which is very effective in improving listening comprehension.

One of the most important language skills, listening, is often overlooked when learning a language. As a receptive skill, listening serves as the foundation for other skills such as reading, writing and speaking. This is because the input received through listening helps students

understand vocabulary, grammar, and correct pronunciation (Renukadevi, 2020). However, this skill is considered one of the most difficult as students have to process information instantly without the opportunity to repeat or recheck. This is different from reading, which takes longer to comprehend (Guzacheva, 2021). For this reason, teachers must offer effective teaching approaches, including the use of appropriate media. Audiovisual media was chosen for this case because of its unique ability to present genuine language input through a combination of images and sounds. Unlike reading, listening requires immediate comprehension of spoken words and contextual clues, making it a more demanding skill for learners in non-native environments (Zakhidova, 2023).

Using visual aids and choosing interesting themes are two strategies to keep students engaged during listening exercises. According to Ur (2009) in his book, we should try to avoid subjects that are boring or too theoretical and instead, we should use subjects that we believe are interesting to students and can excite or stimulate them. Ur (2009) states in his book that visual aids serve an important purpose in education as they can interest students and motivate them to focus on the material. In addition, Ur (2009) discusses how visual aids can increase students' attention and motivation while listening by providing a summary of the content they are listening to through moving or animated images.

A variety of methods have been employed to teach listening skills, including the use of visuals, dictogloss techniques, song listening, and more. The author of this study suggests using video animation to teach listening skills in order to increase students' motivation and focus throughout the listening lesson. Technology advancements have given us access to media that can support the teaching and learning process. In their study, Crawley and Frey (2010) contend that many traditional students are accustomed to and even anticipate technology to be a part of

their educational experience because they grew up with television, computers, and video games. In addition, Ur (2009) notes in her book that if movies, TV shows, or video programs are based on compelling tales or fascinating subjects, they can also be entertaining to watch or listen to. Therefore, technology plays a part in increasing students' interest in the teaching and learning process. The material in this study is presented in an animated format through the use of video animation.

The use of video animation is expected to have a positive effect on students' listening skills during the learning process. Listening is the activity of hearing accompanied by understanding, attention, appreciation, and interpretation of verbal signs to obtain information and interpret that information. The use of video animation is to deliver material that can leave a deep impression through audio effects and moving images. This encourages students to boost their motivation to be more focused and concentrated on listening to the material presented. This is because video animation has a unique and engaging delivery. In addition, video animation will also provide a pleasant feeling while they learn, which relates to their positive emotions. Emotions can influence whether information will be retained for a longer period or not.

Several studies have been conducted to explore the use of media in teaching listening skills, such as videos, images, and podcasts. These studies generally show positive results in improving students' understanding. However, most of them focus on general video materials or auditory-based media, and only a few specifically investigate the effectiveness of animated videos as audiovisual media. Additionally, limited attention has been given to how such media can be applied in a junior high school environment, particularly in the topic of asking for and giving directions. Based on this, this study aims to fill the gap by evaluating the effectiveness of using animated videos to improve the listening skills of eighth-grade students at MTsN 1

Kediri. By exploring the potential benefits of using animated videos in the classroom, this study aims to determine whether animated videos can enhance student engagement and comprehension in listening activities.

B. Research Question

Based on the background of the research above, the research question to be discussed is as follows:

1. Is teaching English listening using animation videos effective to improve students' listening skills at Islamic Junior High School in Kediri?

C. The Objective of the Research

To find out whether teaching English listening using animation videos is effective to improve students' listening skills at Islamic Junior High School in Kediri.

D. Hypothesis

In this study, there are two hypotheses put forward as follow:

- H_0 (Null Hypothesis): There is no significant difference in students' English listening skills between those who are taught by using animation videos and those taught by using PowerPoint.
- H_1 (Alternative Hypothesis): There is significant difference in students' English listening skills between those who are taught by using animation videos and those taught using PowerPoint.

E. Scope And Limitation

This research focuses on assessing the effectiveness of animated videos in improving the listening comprehension of eighth-grade students at MTsN 1 Kediri, particularly on the topics

of Asking and Giving Directions. The scope of this research is limited to the use of animated videos as teaching media in English listening classes during the second semester of the 2024/2025 academic year. The limitation of this research is that it only involves two classes (class E and class F) from one school, which means that the findings cannot be generalized to other schools that differ in teaching methods, available facilities, or student proficiency levels.

F. Significance of the Research

The importance of research is supposed to bring knowledge and some benefits. Some possible ways are presented below:

1. For Teachers: This study is expected to provide insights into the effectiveness of animation videos as a more interactive and engaging teaching method.
2. For Students: It is hoped that students will find listening skills easier to develop through a more visual and enjoyable learning method.
3. For Other Researchers: This research will serve as a reference for future studies on the effectiveness of animation videos in different contexts or educational levels.

G. Definition of Key Terms

To avoid misunderstanding and misinterpretation, the following key terms are defined as follows:

1. Audiovisual Media: It refers to content that uses both sound (audio) and (visual) components (video or images) to convey information. This type can include things like videos, films, presentation with sound, and even platforms like YouTube or educational software that incorporates both audio and visual. In educational, audiovisual media is

often used to enhance learning, helping students to better understand and retain information through both hearing and seeing it.

2. **Listening Skills:** The ability to comprehend and respond to information heard in English. This skill is essential for effective communication and involves several components, namely: active listening, comprehension, retention, critical listening, emphatic listening.
3. **Animation videos:** in this research, animation videos refer to audio-visual media that present moving illustrations or characters designed to deliver English learning material, especially focused on the topic of asking and giving directions. These videos are used as a teaching tool to help students improve their listening comprehension.