

CHAPTER II

LITERATURE REVIEW

This chapter outlines the theoretical framework relevant to this research. It covers theories on listening comprehension, audiovisual media, animation videos, and reviews previous studies to support the research.

A. The Nature of Listening

Listening is fundamental skill in learning a language. It is not merely the act of hearing, but a complex, active, and cognitive process that involves concentration, interpretation, and understanding. According to Durmus (2015) listening is a cognitive activity that demands full awareness of what we hear, which allows us to process and internalize information effectively. According to Moore (2012), listening happens when the brain gives the impulses that are conveyed meaning. Listening is either an art form or an active process. Listening is a demanding, dynamic activity that requires focus and discipline. Moore (2012) explains the listening process as having four components: hearing, attending, understanding and remembering.

1. Hearing. The physiological and non-selective process of sound waves hitting the eardrum is known as hearing. Sound waves hitting the eardrum cause the eardrum to vibrate, then the detected signal is sent to the brain. Surrounding noise may still interfere with the intended message during this process.
2. Attending. Despite the fact that listening begins with the physiological process of hearing, it quickly becomes a psychological process as the student decides whether to focus on, or pay attention to, what the speaker is saying. Listening involves focusing

on both the speaker and the intended message. Many variables affect a student's ability to listen. When a speaker is perceived as highly intelligent, interesting, and important, students tend to listen with greater intensity.

3. Understanding. Students process and form information in the understanding stage of the communication process. Next they make judgments about its relevance based on the construction of the message, the reliability of the information source, the social context in which the message is received, and the completeness of the message.
4. Remembering. This fourth listening process states that students decide whether the information is important or even worth remembering before they send it into long-term memory. They consider the information based on their personal beliefs. Students' emotional filters affect how they evaluate what they hear. These filters can block words or phrases or conversely let certain words or phrases in and impress them too much.

In line with Moore's concept, Tarigan (2015) also outlines four stages of listening:

- a. Listening Stage: This is the starting point where the listener simply absorbs what the speaker says, remaining in the phase of hearing without deeper engagement.
- b. Understanding Stage: After hearing, the listener develops a desire to fully grasp the meaning of the conversation, transitioning into the understanding phase.
- c. Interpretation Stage: At this stage, an attentive and dedicated listener goes beyond understanding. They begin to interpret the message, analyzing both the explicit content and underlying perspectives shared in the speech.
- d. Evaluation Stage: Once the listener has understood and interpreted the message, they move on to evaluate it. This involves assessing the speaker's strengths and weaknesses, completing the process with a critical evaluation.

The main goal of these stages is to spark students' interest in the material presented during lessons. Teachers can support this by encouraging students to listen with clear objectives in mind and to show their understanding through activities that improve their listening skills.

Meanwhile, according to Renadya dan Richards (2002) two views of listening have dominated language pedagogy since the early 1980s. These are bottom-up processing view and the top-down interpretation view.

- 1) The bottom-up processing model defines that listening occurs by decoding sounds that one hears from the smallest meaningful units to complete texts. The smallest unit are phonemic units in which they are associated to form words, words becomes phrases, phrases are associated to form utterances, then the complete and meaningful texts are the result of the associated utterances. Bottom up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Newton et.al.,2009). It means that bottom-up process more focus on grammatical relationship in the words. So, the listeners understand with the sounds, words, intonation, grammatical structure, and other components of spoken language.
- 2) Top-down processing model describes that listening process involves the background knowledge of the listener to guess what goes in blank spots in the picture (Snow, 2007). Besides, the listener uses context and situation to get clearer picture of what he or she hears.

These days, it is generally recognized that both bottom-up and top-down strategies are necessary (Renadya & Richards,2002). In developing courses, materials, and lessons, teachers

should teach both top-down and bottom-up processing skills. It aims to make students are accustomed to train their ability to distinguish between minimal pairs and also to help the learners to use what they already know to understand what they hear.

From the explanation above, the author concludes that listening is a process of receiving information by decoding sound from the smallest units to the complex ones which is also can be affected by background knowledge, context and situation in acquiring the information. It starts by hearing process and the information which is perceived worth will be kept in the long term memory.

B. Style of listening

These paragraphs will describe three different listening styles: emphatic listening, two-way listening, and one-way listening (Moore, 2012). Each of those three approaches differs in how the speaker and listener deliver and receive the information, as well as how they have a chance to respond to it.

1. One-way listening

One-way listening occurs when you listen without talking or transmitting non verbal messages to the speaker. One-way listening gives speakers the opportunity to develop their thoughts and ideas without being unduly influenced by the listeners.

2. Two-way listening

Two-way listening actively involves the listener in the exchange of information. Listener provides feedback to the speaker by asking for more information or by paraphrasing the speaker's message.

3. Emphatic listening

Emphatic listening, or listening with feeling, is an earnest attempt to experience and respond to what the speaker is experiencing. Only through such listening you can fully understand another's meaning. The emphatic listener gleans the full meaning of the speaker's message by putting verbal and non verbal cues together into a statement that reflect the content as well as associated feeling.

C. Types of Listening Performance

Brown (2004) defines in his book four types of listening performance. Each of them consist of which to consider assessment tasks and procedures:

1. Intensive

This type focuses on components: phonemes, words, intonation, discourse makers, etc. Example: students listen for cues in group/individual drills, teacher repeats a word/sentence several times to "imprint" it in the students' mind, students listen and notice a specific element, such as intonation, stress, construction, a grammatical structure, etc.

2. Responsive

Students' task is to process the teacher talk/audio immediately and to give an appropriate reply. Task for assessing responsive listening: asking questions, giving commands, seeking clarification, checking comprehension.

3. Selective

Students scan the material selectively (usually in longer stretches of discourse) for certain information. Students need to be able to find important information in a context of longer stretches of spoken language. Task for assessing selective listening could be:

listening cloze (fill in the blanks), picture cued, information transfer, sentence repetition.

4. Extensive

It aims to develop a top-down, global understanding of spoken language. It is a type of listening in to derive a comprehensive message or purpose. Task for assessing extensive listening; dictation(listen and write a paragraph), stories narrative (retell story), lecture (take notes, summarize, list main points, etc).

D. Listening Comprehension

According to Hamouda (2013), listening comprehension is a complex and interactive process where individuals actively construct meaning. Listeners rely on various elements, such as distinct sounds, existing vocabulary, grammar, stress, intonation, and linguistic, paralinguistic, or non-linguistic cues within the context of pronunciation. Similarly, Rost (2011) describes listening comprehension as an intricate and dynamic process where listeners engage in meaning-making by understanding accents, grammar, vocabulary, and the intended message. Achieving comprehension requires focused attention to overcome competing sounds or distractions.

Listening comprehension involves interpreting spoken content using auditory senses. As Gilakjani et al. (2016) explain, it is the ability to recognize and understand messages through hearing, assigning meaning to the speaker's words. Beyond understanding meanings and details, listening also entails recognizing the speaker's thoughts, feelings, and intentions. Masoumeh (2016) emphasizes that listening is more than hearing; after perceiving the message, listeners must construct meaning in their minds, which is essential for effective communication.

From these perspectives, it can be concluded that listening comprehension is a multifaceted process. It requires students to combine their language skills such as vocabulary, sound recognition, and grammar with their prior knowledge to fully grasp spoken content.

E. Listening Ability

The ability to understand and gain knowledge from information while concentrating on what the speaker is saying is known as listening. Students can learn and gain knowledge in the field of education through listening. Therefore, listening is one of the important skills that students need to develop. Students can learn new things and gain knowledge through listening that they were previously unaware of. Based on the teaching listening theory by Brown (2006), there are commonly used in assessing students' listening ability. There are:

1. Listening for main ideas.

Listening for main ideas means that the listener wants to get a general idea of what is being said. The details are less important.

2. Listening for details.

We need the details when we are getting directions to someplace like a friend's home. Just understanding the topic in this case does us no good.

3. Listening and making inferences.

Speakers do not always say exactly what they mean. That is, important aspects of meaning are sometimes implied rather than stated. Listeners have to "listen between the lines" to figure out what really is meant.

In conclusion, listening ability in this research is the students' ability to find meaning and knowledge of information from what they hear by showing their ability to listen for main ideas, listen for details, and listen to make inferences.

F. Teaching Listening

One of the most challenging things for teachers to teach is listening skills. As a result, effective listening skills are developed through practice and time. Students find it frustrating that there are no rules like there are when teaching grammar. There are also very specialized exercises for writing and speaking that can help you become more proficient. This is not to say that there are no methods to improve listening skills, just that they are difficult to measure. One of the four language skills, along with speaking, writing and reading, is listening. Since listening requires reacting to language rather than creating it, it is a receptive talent. Understanding meaningful language sounds is a component of listening. In listening classes, students are usually given listening materials, but they are not really listening.

Listening skills have received special attention in speaking courses, perhaps because they were previously neglected as a separate skill. This skill shares many characteristics with reading and plays an important role in both speaking and listening. In addition, we should break down listening skills into micro-skill components to ensure that our students understand what they need to know and understand how to listen to English speakers. There are many examples in real life where we only participate as listeners as part of the audience for lectures, videos, television, and radio. In discussions over the phone, for example, we cannot see the speaker but still need to respond to what he or she is saying (Wathoni, 2018).

G. Teaching of Media

According to Abdulrahman et al. (2018), technological advancements have introduced various approaches to current learning and teaching methods. The incorporation of technological devices into classroom learning increases portability, leading to more effective

use of time for students and teachers. In addition, integrating technology into EFL (English as a Foreign Language) classrooms contributes to increased motivation and confidence among students, particularly in the context of listening skills. Furthermore, contemporary information and communication technologies (ICTs) introduce new paradigms for educational advancement. According to Stanca et al. (2014), ICTs play a significant role in shaping changes in modern society, influencing the way individuals live, work, and learn. Media and technology are interconnected components that contribute to fostering more creative and reliable learning experiences (Andriyani et al., 2022).

There are various methods for teaching listening skills, and some involve technology integration, where educators use technological tools to deliver specific topics. Utilizing technology in learning serves as an interactive educational medium for students. Using technology as a means of teaching listening skills is beneficial because it helps lighten the burden on teachers, allowing for efficient review and preparation of lessons in a short period of time. Teaching listening skills through media helps students build connections with existing knowledge, allowing them to better understand and relate to the material.

As commonly understood, instructional media consists of tools or aids used by teachers or students to achieve certain educational goals. Various forms of interactive media can be used to teach English listening skills. The integration of interactive media teaching materials can foster student motivation, as it allows them to engage with audio, video, text, animation, and graphics simultaneously. Brown (2000) defines teaching as guiding individuals to learn how to do something, assisting them in the learning process, and imparting knowledge. An important principle in teaching listening is that language materials for comprehension training

should be designed for auditory perception without prior visual presentation. Therefore, listening to audio is a valuable tool to achieve this goal (Abdulrahman et al., 2018).

Furthermore, instructors can introduce interactive teaching media to increase student motivation in learning English listening skills. This emphasizes the importance of teaching media for students to assess the impact of its use after receiving English language instruction in listening skills.

H. Types of Teaching Media

Basically, media have various types according to several classifications. Ohm in Chan, et al.(2011) classifies media into three categories according to the conveyed information is coded. the following are the categories of the media based on the former mode of classification, they are: (1) auditive media, e.g. piece of music, radio programme etc. (2) visual media, e.g. picture, silent film, etc. (3) audio-visual media, e.g. sound film, TV programme, etc. moreover, he list the latter categories of media as follow : (a) verbal media, e.g. radio programme, book, etc. (b) pictorial media, e.g. picture, silent film, etc. (c) multimodal media, e.g. text with illustrations, sound film, etc.

Moreover, Laurillard in Chan et al. (2011) characterizes the types of media into five categories, they are: (1) narrative media, which refer to linear presentational media that are non-interactive and non-computer based, e.g. audio cassette, television, film, etc. (2) interactive media, which refer to computer-based presentational media that allow users to navigate and select content, e.g. hypertext, hypermedia, multimedia resources etc. (3) adaptive media, which refer to computer-based media that can change their state in response to the user's action, e.g. virtual environments, tutorial programs, tutorial simulations etc. (4) communicative media, which refer to the purpose of enabling discourse so that the people are

brought to discuss and interact through text/graphics, audio, video, or any combinations of these three modes, e.g. Audio-conferencing, video-conferencing etc. (5) productive media, which enable learners to control the productive capability of electronic media to build something or arrange their own contributions, e.g. micro worlds, modeling, etc.

Regarding the different classifications of media, Naz and Akbar (2008) group the types of learning media into print media, graphic media, photographic media, audio media, television/video, computers and simulation and game. Then, Heinich, Molenda, Russel and Smaldino (1996:8) also classify the types of media in their book which are: (a) non-projected media, such as diagrams, photographs, etc. (b) projected media, such as slides, filmstrips, etc. (c) audio media, such as cassettes, compact discs, etc. (d) motion media, such as video, film, etc.

I. Audiovisual Media

1. The Definition of Audio Visual Media Technique

The main goal of learning English is to develop strong language skills, including effective listening skills. One of the most suitable methods to achieve this is by incorporating audiovisual aids into the learning process.

As Sola (2012) defines, audiovisual tools are resources that promote learning through the senses of hearing and sight. These aids combine audio and visual elements, allowing students to engage both their ears and eyes. Audiovisual materials make learning more enjoyable and provide an effective way for teachers to facilitate the learning process, enabling students to grasp concepts more effectively.

Mellisa (2017) highlights that using audiovisual materials has proven to be highly effective in teaching a second language. In recent years, there has been a growing emphasis

on integrating technology into education, particularly through the use of videos in language classrooms. This approach aligns with communicative teaching methods, making videos a valuable tool for language teachers to stimulate and enhance students' understanding of the target language.

Given that language learning is inherently complex, teachers must embrace technology as an essential component of the process. Technology, defined as the application of scientific knowledge to practical tasks, offers innovative solutions for creating engaging and effective language-learning experiences, bridging the gap between theoretical concepts and real-world application.

2. The Kinds of Audiovisual Media

According to Sadjiman et al. (2005), kinds of audio-visual media are as follow:

a). Film

Film is recommended as the learning media especially for explaining about process.

The slow motions and the repeating motions will make the illustration clearer.

b). Film Loop

Film loop is easy to be integrated in the learning and combined with others media because of its simplicity. It enables the teacher to explain the additional material while film loop is being played.

c). Television

Television is rich in providing the various motions and delivering the audio and the visual information simultaneously. This kind of audio-visual media will attract the students' attention due to its modernity.

d). Video

This modern type of audio visual media has the variety in content. The information given can be factual (news, event), fictive (legend, myth), informative and educative.

J. Concept Video

The usage of videos in English lessons has increased significantly in recent years due to the growing focus on communicative tactics. Both students and teachers find video to be a rich and helpful resource. Video presentations are engaging, demanding, and intriguing to watch, which is why students enjoy them. According to Gaskill (2013), video is generally acknowledged as being more effective and easier for second and foreign language learners to understand than other forms of media.

By introducing various communicative situations into the classroom, videos show how individuals behave in the culture whose language they are learning (Cakir, 2006). Since students can see in addition to hearing the speaker through the tapes, videos help them concentrate during class, thus making them more effective teachers. In his book, Harmer (2001) outlines the reasons why video can be a unique medium for language acquisition. First, observing language in action: One of the benefits of videos is that they allow students to observe the speaker's gestures and facial expressions in addition to hearing the information from native speakers. Therefore, students can see how facial expressions and intonation can match.

The second is cross-cultural awareness, which allows students to see situations beyond their background or class. Moreover, it also teaches students the importance of understanding how other cultures differ from one another. For example, teaching them about the normal British “body language” when inviting someone, the American way of greeting a waiter, and the types of food found in different countries. Thirdly, the power of creation: students have

the opportunity to produce something memorable and fun when they can use videos in their learning process. It can help kids become more creative. Students' own creativity may be stimulated by the job of creating videos. In conclusion, videos can greatly boost attention since they allow viewers to see and hear language in use. As a result, individuals can combine viewing and hearing duties in an engaging way.

K. Video Animation

One of the media learning techniques the author suggests using to teach listening skills is video animation. It seeks to prevent students from becoming disinterested and to make the teaching and learning process more pleasurable. The author will go into further detail about video animation, including its definition, advantages, and disadvantages as a teaching and learning tool.

1. Definition of Video

There are several studies that show the effectiveness of using video in the teaching and learning process. Technology plays an important role in helping teachers provide various learning resources, especially when teaching listening skills to students learning a foreign language. According to Rubin (1995), especially for language learners, well-chosen films can become the 'shelter for learning' that is most beneficial, or the most conducive atmosphere for listening.

Different experts have different ideas about what constitutes a video. More information on these viewpoints will be covered in the paragraphs that follow. Russell (2014) defines a video as any electronic media type that uses "motion pictures" to convey a message. The term makes it clear that the films that are made convey a certain message to convey the creator's thoughts.

According to Ljubojevic et al. (2014), films can be used to help students learn, particularly when they are learning on their own, by utilizing their verbal (linguistic), visual (spatial), and musical (rhythmic) intelligences. Moreover, Munadi (2008) describes videos as an electronic signal processing method that combines sound and motion. Video-related tools include playback, storage media, and monitors.

The author comes to the conclusion that a video is a visual multimedia source that mixes a series of images to create a moving picture. Typically, the audio in a video is synchronized with the images.

2. Animation

According to Russell (2014)'s book, we are accustomed to viewing videos as a medium that creates realistic images of the world around us. In actuality, some unique aspects of videos like time manipulation, animation, and other video conventions are frequently overlooked by viewers. In order to provide a definition of video animation, the author would want to concentrate on talking about animation that is directly related to the video.

Despite not receiving the same level of attention in the classroom as it does in the commercial marketplace during the 20th century, animation is nevertheless considered a popular art form in every sense of the word due to the widespread use of television and movies (Ehrlich, 1995). According to Hubley et al. (1946), with animation, the writer and artist have access to all of the conventional visual expression tools as well as the new ones that emerged from sound and moving symbols. They contend that the mechanical schematics and photographic charts of the vintage "training films" are no longer relevant to animation. It has encompassed the entire visual image field, including photographs. It

is evident that the use of line, shape, color, and symbols may convey the essence of a topic in a hilarious, forceful, and clear manner. The notion to be presented is the only thing that determines the approach.

Additionally, according to Ausman et al. (2004), animation is a series of images played quickly one after the other so that the viewer perceives motion. It is typically utilized in educational materials for one of three reasons: practice, presentation, or attention-gaining/attention-direction. Then, according to Russell (2014), animation is essentially a collection of pictures, sketches, or computer graphics with little object or image displacements. When observed, the object will perform to move continuously. It can be represented by a frame that moves a very little distance and then moves again.

According to Callenbach (1964), animation is continuing the fundamental legacy of visual art; the dramatic film, on the other hand, could be considered a more coincidental branch. According to Callenbach (1964), animation is more than just directly presenting the results of the visual imagination movement. In contrast, Toons (2012) explains that animation entails the precise and painstaking production of numerous frames of artwork each second of screening (often twenty-four for film), some of which may be composites of numerous layered images.

According to Toons (2012), animation is frequently referred to as a film genre. But because movies are so heavily retouched frame by frame and packed with visual effects that they are, in many ways, animated, people today frequently consider the latter to be a subset of animation. Animation can be made available for mobile phones, game consoles, TV, DVDs, online networks, and movie theaters. It may serve a variety of purposes, audiences, and dissemination channels. Additionally, it might be made for information,

education, training, brand identity, entertainment, advertising, the arts, simulation, or visualization.

As was already mentioned, there are many definitions of animation. Some people think of animation as having anything to do with movies, while others say it's a technique for creating lines, shapes, colors, and images. Nevertheless, animation is a crucial component of high technology, even though it only makes up a minor portion of the computer revolution (Kayaoglu et al., 2011). One simple method of incorporating computers into a foreign language school is through animation. It is believed that the language learning process might be more productive and motivating for students as these multimedia technologies offer learning through multiple senses.

The art of video animation is being rediscovered thanks to the advancement of computer programs that can use visual graphics. More and more educational video programs are using computer-generated animation sequences to simplify complicated or quick processes.

The author concludes by defining video animation as a motion picture that is finished by a sequence of pictures, illustrations, or computer graphics, which may include audio that goes along with the motion pictures being performed. This definition is based on the definitions of video and animation given above.

L. Teaching Listening Using Video Animation

1. Concepts of Teaching Listening Through Video Animation

Each person's brain develops in a unique way. Each part of the brain functions and operates differently. Students differ from one another as individuals during the learning process. Their learning habits are the source of the disparity. In actuality, children can

learn anywhere and at any time, including in their homes, communities, and surroundings, in addition to in the classroom. Teachers should draw students' attention during the learning process in the classroom. To make it easier to provide the information depending on the characteristics of the students, teachers should also be aware of the personality traits of their students.

In the background, the author stated that engaging learning materials, such video animations, will draw in more students, make the subject matter easier for them to understand, and help them retain the information for longer. Additionally, it is anticipated that using video animations will increase their motivation and interest during the learning process, which will influence their long-term memory and help them retain the material longer than they would if they did not use such media.

Unless certain inputs are sent to the proper cerebral cortex for processing, all sensory information is sent straight to the thalamus (Schunk, 2012). However, when the inputs are received, they are not given in the same type. The nerve perception from the inputs is how they are conveyed. The brain's reticular activated system filters information to remove irrelevant information and concentrates on the key ones, which is one of the factors that contributes to the perception becoming meaningful. Because we can never focus on anything if we try to observe every input, this process is adaptive.

This filter can be impacted by a number of things, including a new item, a significant impression that is known, etc. The brain has a tendency to concentrate on fresh information or previously held beliefs. Intensity is another factor. The brain used association to store information. Cells will adapt to create new connections if reinforcement and fresh information are added. Stronger and longer-lasting information

storage results from more nerve connections. More attention will be drawn to stimuli that are brighter, louder, and more glaring. Additionally, movement aids in focusing attention. It is nevertheless possible to employ the concepts to assist students focus in class, even though the majority of attention systems operate subconsciously. Teachers can utilize a fresh and understandable visual presentation, for example.

The impact of students' motivation on their listening during the learning process has been discussed by the author. Students' motivation has an impact on their ability to concentrate and focus on the new material. The majority of academics have looked into how the brain works in relation to noncognitive functions like emotion and motivation (Schunk, 2012).

According to Bentham (2002), motivation is what drives people to take certain actions. In contrast, Schunk (2012) asserts that the activities of the target-oriented made possible and sustained continuity define motivation. The author uses those concepts to describe motivation as something that pushes people to take action in order to reach a goal.

Cognitive and constructivist theories of motivation state that behavior is motivated by the expectation of reward. According to Schunk (2012), the brain appears to have a reward system for processing information. Nonetheless, this reward system is intricate, just like other brain processes. It involves numerous brain regions, such as the amygdala, prefrontal cortex, and hypothalamus. A natural hangover is a result of the brain processing its own rewards in the form of an opiate. This effect implies that a pleasant outcome can be set before and maintained by the brain. Dopamine neo-transmitters are produced when someone has expectations or suspicions that he will receive a wonderful reward for success, or better, that he will facilitate a nice response from the network.

According to Schunk (2012), the brain may be manipulated to produce and maintain pleasurable outcomes. Additionally, according to Sprenger (2010) in his book, dopamine produces a pleasurable feeling in the ventral tegmental area of the brain. Pleasure has the ability to release dopamine, a neo-transmitter. Information is transferred from one nerve to another via dopamine. This could be because, as a component of a neural network, the brain maintains expectations of reward following an activity. Actually, in addition to the pleasurable thing itself, dopamine can also be generated by expectations about something pleasant (the expectation of reward). It should be mentioned, nevertheless, that each person produces dopamine differently.

The author also noted that pupils' learning processes can be impacted by their emotions. According to Schunk (2012), emotion can aid in focusing attention, which is necessary for the learning process. The amygdala and frontal cortex receive information from the environment that travels to the thalamus. Based on the emotion, the amygdala assesses the significance of information. A cognitive interpretation of the stimulus is provided by the frontal brain. However, more time is needed for this process. The section known as emotional control involves not just responding to significant stimuli based on feelings, but also delaying action until the appropriate cognitive interpretation can be established.

Emotion also has an impact on memory and the learning process. It appears that the hormones norepinephrine and adrenaline, which are produced by the adrenal cortex and are involved in emotion, boost memory for stimuli or events in the brain's temporal locus. According to Schunk (2012), teachers shouldn't create a stressful environment for

students to learn. The development and consolidation of nerve tissues can be impeded by stress.

Given the detrimental impacts that stress can have, it is not expected that people will experience too many emotions or high levels of stress over extended periods of time. Long-term stressful events will also cause students to become excessively worried, and anxiety-related thinking might hinder learning. It is evident that motivation and emotion are closely linked to both brain activity and cognitive processes. Furthermore, motivation and emotion have a favorable impact on memory, learning, and attention.

An engaging medium, like a video animation, can inspire children to learn since it makes them feel good. Additionally, this emotion makes it difficult for students to control their emotions and avoid becoming disinterested during the learning process. The sensation has the capacity to generate dopamine, a chemical that can link nerves. The lesson will be stored in the brain for a longer period of time if the nerves are more linked. Information will be stored in Long Term Memory (LTM). Additionally, the emotion-related chemicals norepinephrine and adrenaline can improve memory. It is the outcome of less tense feelings. To put it briefly, the author employs video animations to make studying more enjoyable and engaging for students, especially when teaching listening skills.

2.Procedure of Teaching Listening Through Video Animation

The purpose of the study was to determine how well video animation affected students' listening skills. It conveyed the information using video animation. It was anticipated that the video animation would improve the students' listening skills. According to Brown (2004), a statement can be interpreted from three different

perspectives. First, background (top-bottom) is used to forecast utterance before listening. When we listen, we employ the phonological system and other distinct aspects of the utterance (bottom-up) to gain information or details that we did not anticipate as well as to corroborate or disprove our predictions. We typically use all three almost constantly in our daily listening. As we continue to listen and understand the phonological code, we form new predictions and draw conclusions while simultaneously confirming or rejecting previous ones.

The procedure of teaching listening by using video animation video, they are as follows:

Pre-listening activity

1. The teacher must engage the learners' interest in what they will be doing.
2. The teacher must prepare the learners to do listening activity successfully.
3. The teacher tells the students or leads the learners to discover for themselves why they are viewing the video.

While-listening activity

1. The teacher shows the animation video for students.
2. The teacher remains the students to observe the actions in the animation video and see what they do not understand, what they are intrigued by, and what bothers them.
3. The teacher is also to press pause, rewind, and play.
4. The teacher asks students what they get from the animation video.
5. The teacher gives text that relates to the animation video.
6. The teacher asks students to do previewing reading activity where the students are asked to discuss of new vocabulary from the video.

Post-listening activity

1. The teacher should review and clarify complex points, encourage discussion, and explain and assign follow up activities whether they are included in the students text and materials that accompany the instructional videos.
2. The teacher and students discuss in small groups, the language and culture concepts presented in the video, along with work on grammar or vocabularies. Vocabulary activities taken from the language and structures use in the video.

M. The Advantages and Disadvantages of Video Animation in Teaching Listening

Harmer (2001) states that using video as media in teaching learning process has advantages and disadvantages that can be a consideration in using this medium.

1. Advantages

- a) The first video contributes both audio and visuals. Using video allows children to see language in addition to hearing it. For instance, general meaning and moods are frequently conveyed by gestures, facial expressions, and other visual cues, which can substantially improve comprehension. Students are able to mimic spoken language gestures and expressions that they have observed.
- b) Secondly, video gives students a unique opportunity to learn outside of the classroom. This is particularly helpful if they wish to observe, for instance, how Americans address servers or how the British typically display body language while inviting someone out. Videos are also very valuable since they allow pupils to observe things like the food and clothing of people in foreign nations. They can learn about another country's culture in addition to its language. wear. They can learn about another country's culture in addition to its language.

- c) Third, students have the opportunity to enjoy learning activities when they use videos themselves. Make something fun and unforgettable. Students will also find the learning activity enjoyable.
- d) Lastly, the video can assist students in comprehending the content. Lastly, for all of the above stated reasons, most kids exhibit heightened interest when given the opportunity to observe language in action in addition to hearing it. Students may get more motivated during the teaching and learning process.

2. Disadvantages

Besides the advantages of video, it also has disadvantages side, there are as follows.

a) The nothing new syndrome

Just switching on the monitor in a classroom is not especially exciting for a television (and internet) viewing population. Both in our choice of video material and in the way we exploit it, we have to provide video activities that are unique learning experiences and do not just replicate home television viewing.

b) Poor quality tapes and disks

Poorly filmed and woodenly acted material will not engage students who are used to something better. When deciding whether to use a videotape or disk, we have to judge whether the quality is sufficiently good to attract our students' interest.

c) Poor viewing condition

We have to be sure that students can see and hear the video. The monitor must be big enough for the people at the back of the class to see the screen clearly. We also need to see if we can dim the ambient light sufficiently for the picture to be clear (Harmer, 2001).

Therefore, to solve those disadvantages, the teachers should manage the class as well as possible so the students can see and hear the video even they are in the back of class.

Furthermore, teachers should pay attention with the quality of the video to attract the students' interest in their teaching learning process.

N. Previous Study

There are some studies that have been conducted which related to the use of media for teaching listening skill. The author would like to explain three previous studies in this paper.

A relevant previous study conducted by Moch. Syamsul Hadi (2019) titled "The Effectiveness of Using Animated Videos on Students' Motivation and Vocabulary Mastery." This study used a quasi-experimental design with pre-test and post-test on the experimental and control groups. The experimental group was taught using animated videos, while the control group used non-animated videos. The instruments used were vocabulary tests and questionnaires to measure motivation. The findings show that students taught using animated videos achieved higher scores in vocabulary mastery and had better learning motivation. This proves that animated videos are an effective medium for enhancing vocabulary learning and student motivation.

Second, a research was conducted by Wathoni Arzaqi (2018) entitled "The Influence of Using Animation Video on Students' Listening Ability at the Second Semester of the Eighth Grade of MTs Darul Ulum Panaragan Jaya Tulang Bawang Barat." This study used an experimental design with two classes: the experimental class was taught using animation videos, while the control class was taught without video. The data were collected using pre-test and post-test in the form of multiple-choice questions. The results showed a significant influence of using animation videos on students' listening ability, as proven by the statistical

result $\text{Sig} = 0.04 < \alpha = 0.05$. This indicates that animation video is an effective medium to improve students' listening comprehension at the junior high school level.

Third, a research was conducted by Selsa Rinwelmina Umaria Putri (2024) entitled "The Effectiveness of Podcast in Spotify Application on Students' Listening Comprehension at Class X SMK PGRI 2 Kediri." This research applied a quasi-experimental design with pre-test and post-test in both the experimental and control groups. The experimental group used podcasts via the Spotify application, while the control group used audiobooks. The findings showed a significant improvement in the students' listening comprehension scores in the experimental group. It proves that using podcasts, especially through accessible platforms like Spotify, is effective in enhancing students' listening skills. This study supports the idea that digital audio media can be a powerful tool in English language learning, particularly in improving listening comprehension.

Another related study was conducted by Siti Khafidoh (2016) entitled "The Effectiveness of Video Animation on Students' Listening Ability (A Quasi-Experimental Study at the Eighth Grade Students of SMP Dua Mei Ciputat Year 2015/2016)." This research aimed to investigate the effectiveness of using video animation in improving students' listening ability. The study applied a quasi-experimental design involving two classes: VIII 1 as the experimental group and VIII 2 as the control group. The data were collected through pre-tests and post-tests. The results showed that students taught using video animation achieved better listening scores than those who were not. This indicates that video animation is an effective medium for enhancing students' listening skills.