

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research question, research objective, significance of the study, scope and limitation, and definition.

A. Background of Study

Listening is a crucial language skill for students to master, yet it often receives inadequate attention in the learning process. Many students face difficulties in comprehending orally delivered material, particularly in English. This challenge can be attributed to several factors, such as limited vocabulary, rapid speech by the speaker, or insufficient exposure to authentic materials (Renukadevi, 2014). Listening comprehension serves as a fundamental component for effective English communication, facilitating the understanding of information, conversations, and instructions. For instance, students with strong listening comprehension can grasp the main idea conveyed by the teacher, note down the key points, and provide relevant responses or opinions without the need for repeated instructions (Gilakjani, 2011). Additionally, it forms an essential foundation for the development of other language skills, including speaking, reading, and writing. Therefore, it is imperative for English learners to prioritize the improvement of their listening skills. With consistent practice and appropriate strategies, learners can enhance their listening abilities, thereby unlocking broader opportunities for meaningful communication and future success in the English language (Vandergrift &

Goh, *Teaching and Learning Second Language Listening: Metacognition in Action*, 2011).

However, the difficulties faced by senior high school students in English listening comprehension skills are closely related to the learning outcomes in phase E of the Merdeka Curriculum, which requires understanding more complex spoken texts in a variety of contexts (Kemendikbudristek, 2024). One of the main barriers is students' inability to keep up with the pace and variety of accents of native speakers, which are often much different from the form of English they hear in the learning environment. In addition, limited vocabulary also hinders students' ability to identify the main information and implied meaning of the spoken texts they hear. The lack of exposure to authentic materials and the lack of opportunities to interact in English outside the classroom also make it difficult for students to achieve the expected competencies. This suggests that without appropriate learning strategies and consistent practice, difficulties in comprehending spoken texts will continue to be a significant challenge in the English learning process at the high school level (Ariestina & Haryanto, 2022).

Addressing the challenges in English listening skills among high school students requires a holistic and multifaceted approach. One commonly proposed solution is to increase the frequency of listening practice through a variety of sources, such as podcasts, videos and other audio materials that feature a variety of accents and speaking speeds (Vandergrift, 2004). In addition, vocabulary development through reading activities and speaking practice is also very important to improve listening comprehension (Nation,

2001). Another strategy that can be applied is the use of active listening techniques, where students are trained to note important information and summarize what they have heard (Brown H. , 2007). In this context, the utilization of audio-visual media becomes very relevant, as it can attract students' attention and provide a visual context that supports listening comprehension (Mayer R. E., Multimedia Learning Principle, 2009). One effective tool is Vyond, an animated video creation platform that allows educators to create engaging and interactive learning content (Hattie, 2009).

Vyond's animated videos provide an immersive and interactive learning experience that captures student attention and enhances motivation (Clark R. E., 1983). By incorporating humorous animated characters and compelling storylines, these videos facilitate a more accessible and enjoyable understanding of educational content (Bandura, 1977). Furthermore, Vyond enables students to practice listening to English in various accents and intonations, as presented by native speakers. This exposure can significantly aid students in overcoming difficulties associated with understanding conversations in authentic contexts and familiarizing themselves with diverse speech patterns. By combining multimedia elements such as animation, audio, and text, Vyond offers a comprehensive and enjoyable educational experience for high school students (Shute, 2008). Chapelle (1998) state the implementation of Vyond videos within the English language curriculum thus represents an innovative strategy to address listening comprehension challenges, ultimately empowering students to explore the English language with greater confidence.

In the process of utilizing Vyond to enhance listening comprehension skills specifically related to report texts among senior high school students, the teacher first identifies relevant learning objectives and themes that align with the curriculum, particularly focusing on the structure and features of report texts. Subsequently, teacher develops a script that incorporates key vocabulary, phrases, and contextual scenarios relevant to report writing and comprehension. Utilizing Vyond's user-friendly interface, the teacher creates animated characters and engaging storylines that reflect authentic communication styles and varied accents, thereby providing students with exposure to different speech patterns relevant to report text discussions. The animated video is supplemented with audio narration from native speakers, which further enriches the listening experience by illustrating how report texts are typically presented in real-world contexts. Once the video is completed, it is integrated into classroom activities, allowing students to engage with the content through guided listening exercises focused on identifying main ideas and supporting details in report texts, followed by discussions and follow-up assessments aimed at reinforcing their comprehension skills. This methodical approach not only fosters an interactive learning environment but also enhances students' motivation and engagement in acquiring listening comprehension skills in English, particularly in understanding report texts.

Specifically the use of animated videos in learning to listen to report text has several advantages. First, animated videos can attract students attention and interest, so they are more motivated to learn (Mayer & Moreno, 2002). Second, with the visualization in the form of animation, students can more easily

understand the context and situation related to the material being listened to (Mayer, 2014). Third, the teacher can control the speed of the narration and repeat certain parts if needed, making it easier for students to understand the material (Vyond, 2023). In addition, the use of animated videos can also open up opportunities for students to be actively involved in the learning process (Ural & Ulku, 2015). For example, students can be asked to create their own animated videos as a project assignment, either individually or in groups. Thus, they not only practice listening skills, but also speaking, writing and critical thinking skills. On the one hand, animated videos can make the learning process more interesting and interactive (Faryanti, 2016). Clear visualization and creative delivery can arouse students' curiosity and enthusiasm, while helping them understand complex material more easily. Moreover, Vyond's animated videos play an important role in enriching vocabulary and improving students' listening skills.

The integration of animated videos in English language learning for high school students offers numerous advantages, although several limitations must be acknowledged. Clark and Mayer (2016) states that creating animated content necessitates technical skills and considerable preparation time; thus, teachers must possess foundational knowledge of the Vyond platform and animation techniques to produce quality materials. Additionally, the inherently unidirectional nature of animated videos limits direct interaction between students and the learning content (Laurilland, 2002). Therefore, it is essential to complement these videos with interactive methods such as discussions, Q&A sessions, and group activities to foster engagement and deeper understanding.

In conclusion, while Vyond's animated videos present an innovative approach to enhancing English learning in high schools, their effectiveness is maximized when combined with other pedagogical strategies. With appropriate planning and implementation, Vyond can serve as a powerful tool to facilitate listening comprehension in report texts, ultimately improving grade 10 students understanding and creating a more engaging and contextualized learning environment (Mayer, 2014).

The selection of the school subject MAN 5 Kediri grade 10-A and the report text material for this study is based on several important factors that are in line with the research objectives and methodological considerations. First, the selection of MAN 5 Kediri as one of the educational institution that has adequate facilities and infrastructure, namely each class has a large enough classroom and there is also a sound system with clear sound output. The specific focus on grade 10-A ensured a representative and homogeneous group of participants within the overall grade 10 students. In addition, the report text genre was chosen as the focal point of the study due to the importance of this genre in developing students analytical and informative writing skills, which are crucial for academic and professional success (Kosasih, 2014). This genre requires students to organize and present factual information coherently, thus making it an ideal subject to assess their linguistic competence and cognitive ability to process and communicate complex ideas (Pardiyono, 2007).

Effective listening is essential for understanding information in both academic and everyday contexts. Previous research has explored various methods and media to enhance students listening abilities. For instance,

Muzamir (2021) found that animated video media positively impacted high school students' listening skills. Similarly, Maya (2023) demonstrated that using video-based techniques significantly improves students listening skills by providing visual aspects of the communication, making it a recommended teaching method. Nurdiawati (2019) also reported that using YouTube animated movies as an alternative media in the classroom can enhance students listening skills and improve their attitudes towards learning through this media. Putri (2017) states that using animation movies in teaching listening skills effectively improves students' vocabulary and active participation in discussions. Despite these positive findings regarding multimedia tools, there is a noted gap in research specifically examining the Vyond application as a medium for enhancing listening skills among grade 10 students. This indicates an opportunity for further investigation into how Vyond unique features such as engaging characters, backgrounds, and sound effects can specifically benefit listening comprehension. Therefore, this study aims to investigate the effectiveness of the Vyond application in improving the listening skills of grade 10 students.

B. Research Question

1. How does the use of animated video (Vyond) in enhancing the listening comprehension skills of class X students at MAN 5 Kediri?

C. Research Objective

1. This study aims to examine the use of animated video (Vyond) in enhancing the listening comprehension skills of clas X students at MAN 5 Kediri

D. Significance of The Study

1. Theoretical significance

This study is expected to contribute to the development of theories related to multimedia learning and listening comprehension. The findings may provide additional evidence regarding the effectiveness of Vyond animated video as a learning medium in enhancing students listening comprehension skill, particularly in understanding report texts.

2. Practical significance

a. For students

This study is expected to help students improve their listening comprehension skills through the use of Vyond animated videos. The visual and audio elements provided in the videos may assist students in understanding the main ideas and detailed information contained in report texts more effectively.

b. For teachers

This study is expected to provide teachers with an alternative instructional medium for teaching listening. Vyond animated videos can be utilized to create a more engaging and interactive learning environment, thereby increasing students' motivation and participation during the learning process.

c. For future researchers

This study is expected to serve as a reference for future researchers who are interested in investigating the use of animated videos, particularly Vyond, in English language teaching. The findings may also provide

insights for conducting further research on listening comprehension or other language skills.

E. Scope and Limitation

This research focuses on the use of animated videos in the form of report text to improve students English skill, especially listening comprehension. The animated video used are created using Vyond and feature report text materials, as most students in this era tend to use digital media platforms such as YouTube for learning. The animated video consist of visual and audio features that are interesting and easily understood by high school students. This research conduct at MAN 5 Kediri.

F. Definition of Key Terms

1. Listening Comprehension Skill

Listening comprehension refers to the ability to receive, process, and understand information conveyed through spoken language. It is a essential language skill that helps learners interpret meaning from oral communication.

2. Report Text

Report text is a type of text that presents factual information about something in general, such as animal, places, natural phenomena, or social phenomena. The purpose of report text is to describe and explain an object based on fact and observation. Report text usually contains general information and uses formal language. In this study, report text was used as the listening material presented through Vyond animated video to enhance students listening comprehension skill.

3. Animated Learning Video

Animated learning video is a learning media that combines moving images with audio to convey a learning material. Animation video is also one of the technology-based learning media that can improve the quality of learning and can attract students' attention. With animation video, students do not easily feel bored in paying attention to the material presented by the teacher.

4. Vyond

Vyond is an online platform that contains the creation of interactive and engaging animated videos. Vyond is becoming a widely used tool in various sectors, namely the marketing, training, corporate and education sectors. In education, Vyond is widely used to create interactive learning content, such as explaining difficult concepts and providing visual explanations.