

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, some theories related to the research are described. Theories focus on the importance of listening, the types of listening, assessing listening, teaching speaking, definition of animated video, the types of learning media, the advantages and disadvantages of using animated video, definition of report text, the use of report text in teaching listening, benefits of using report text in teaching listening and previous studies.

A. Listening

1. The Importance of Listening

Listening skills are an integral component in mastering a foreign language, especially English. At the senior high school level, especially grade X, the development of this skill becomes increasingly crucial (Karimova et al., 2020). According to Gass and Selinker (2008), students at this stage are expected to be able to process increasingly complex spoken information, both in terms of structure and content. Adequate listening skills enable students to: (1) accurately capture meaning, including implicit and explicit meaning in spoken messages; (2) understand the social and cultural context contained in spoken language; and (3) develop good oral language skills, such as pronunciation and intonation (Mayer, 2014). The importance of listening skills is not only limited to English learning at the senior high school level. It is a strong foundation for successful foreign language learning at higher levels. In addition, good listening skills also contribute to the overall development of literacy skills, including reading and writing (Lundsteen, 1979). This is

because the listening process involves understanding sentence structures and contexts similar to those found in written texts.

2. The Types of Listening Activity

Listening is a complex skill that can be categorized into several types according to purpose, context, and level of understanding. Some types of listening include skimming (listening to understand the main ideas), scanning (listening to find specific information), extensive listening (listening for a long time for entertainment or general understanding), intensive listening (listening carefully to small parts, usually for language learning purposes), critical listening (listening critically to evaluate content), and interactive listening (listening in the context of interaction or conversation). One of the most important types is comprehension listening, which is the ability to understand spoken language from words, sentences, to discourse and relate it to the context to understand its overall meaning. In language learning, this ability is very important because spoken communication does not always provide opportunities for repetition, clear articulation, or slow speaking speed. Recent research conducted by Arbain, Ramadani, & Hartatya (2023) entitled "Listening Made Easy: The Impact of Conversational Videos on Students' Listening Comprehension" shows that the use of conversational videos has a significant effect on improving students' ability to understand English conversations, both in terms of grasping main ideas and detailed information.

3. Teaching Listening

The learning of listening skills has become a significant focus of study in the field of language teaching. Brown (2011) asserts that listening teaching

needs to consider aspects of top-down and bottom-up processing to help comprehensive understanding.

Top-down is the process where learners use the knowledge they already have (background knowledge) to understand the message. Receivers or listeners will use their knowledge of the world or linguistic cues to predict what they will hear and fill in gaps in understanding (Vandergrift, 2004). This strategy is useful when listeners or receivers encounter unfamiliar words, vocabulary, or complex sentence structures, allowing them to rely on their understanding of the context to infer meaning. Additionally, Goh (2000) states that receivers or listeners who use this strategy will be better at predicting what they are going to hear. Therefore, this strategy can enhance their ability to remember and process information. Lastly, this strategy also allows receivers or listeners to manage ambiguity or unclear information by using their background knowledge and expectations (Richards, 2008). Furthermore, this strategy can also be influenced by cultural and linguistic biases. Therefore, this strategy can lead to misinterpretation and misunderstandings in cross-cultural communication (Buck, 2002).

Whereas bottom-up is the process of understanding language starting from the smallest units (sounds, words) towards larger units (phrases, sentences). The bottom-up strategy refers to an approach in which someone decodes sounds, words, and phrases individually to build meaning from auditory input. There are several benefits of the bottom-up strategy, namely: accuracy and detail, vocabulary and grammar development, phonological awareness, and negotiation of meaning. According to Rost (2013), the bottom-

up strategy helps listeners to understand and accurately catch the speaker's words and sounds. In addition, recipients or listeners can also improve their vocabulary and grammar skills by applying this strategy, which is important for effective communication (Graham & Macaro, 2008). Therefore, this strategy helps listeners or recipients recognize and distinguish words and phrases that sound similar. Rost (2013) also mentions that this strategy enables listeners to actively interact with the speaker or content to clarify and understand certain words or phrases. According to Lynch and Mendelsohn (2002), processing someone's sounds and words can be a cognitive demand, especially for recipients or listeners who are not native speakers. Furthermore, recipients or listeners who focus solely on bottom-up strategies may miss important contextual cues because they have difficulty understanding the overall message of a conversation or text (Goh, 2000).

Nunan (2003) identifies some of the main challenges in teaching listening, including learners' difficulties in recognizing words they already know in a fast flow of speech, as well as limitations in processing language input effectively. To address this, Richards (2008) proposes a strategy-based approach that involves three main stages: pre-listening, while-listening, and post-listening. Pre-listening is the preparation stage before the listening activity begins, where the teacher builds students' prior knowledge, introduces key vocabulary, and creates a context for the material to be heard. While-listening is the core stage where students actively listen to the material, performing specific tasks such as noting important information, answering questions, or filling in diagrams. Post-listening is the reflection and reinforcement stage after

listening, where students analyze their understanding, discuss the content heard, and relate it to personal experiences. Lynch and Mendelsohn (2013) recommend integrating technology and multimedia to create a richer and more contextualized learning experience.

4. Assessing Listening

The assessing listening skills in senior high school students is a crucial aspect in measuring their level of understanding and mastery of English. Various researchers and linguists have highlighted the importance of comprehensive assessment to identify students strengths and weaknesses in processing oral information. Brown (2007), for example, emphasizes that listening assessments should be designed to measure various aspects, ranging from understanding literal meaning to the ability to make inferences and evaluate messages. Hughes (2003) adds that listening assessment should not only focus on the end product (the correct answer), but also on the process students go through in understanding oral texts. Listening skills can be assessed using various formats, each with distinct strengths and limitations. The most common type multiple choice, true/false, and short answer differ in how they measure comprehension, cognitive demand, and the depth of student understanding (Nation & Newton, 2009).

Multiple choice formats have a high level of reliability and efficiency in the assessment process. This format is also considered practical and is widely preferred by students because of its simple and easy-to-understand form. In addition, the multiple choice format allows for consistent assessment in a short period of time. However, this format has limitations, namely that it can

encourage students to guess the answers and tends to assess abilities at a more superficial level of thinking because it focuses on recognition rather than deep understanding.

Furthermore, the true/false format is used to reveal students' partial understanding and help identify misconceptions that may arise during the learning process. This format also has a fairly high level of reliability because each statement item directly measures a specific concept. However, this format can take longer to prepare and implement, and still allows students to guess the answer with a 50% chance of being correct.

Meanwhile, the short answer format is considered capable of assessing students' ability to recall and process information more deeply than other objective formats. This format provides students with fewer cues, thereby enabling it to measure higher-order thinking skills and better distinguish between individuals' levels of understanding (higher discrimination). However, this format also has weaknesses, namely that it is more challenging for students, requires more time for assessment, and the scoring process tends to be subjective because it depends on the examiner's assessment of the quality of the student's answers.

The assessment of listening comprehension skills in this study focused on several indicators that describe students' ability to understand the meaning of spoken texts comprehensively. The first indicator is the ability to identify general information, which is the ability of students to determine the main topic, main ideas, and purpose of the text they hear. This indicator reflects the extent to which students understand the core message conveyed by the speaker.

The second indicator is the ability to understand specific information. In this aspect, students are expected to be able to capture important details such as names, places, times, or other facts that are explicitly mentioned in the text. This ability shows the students' accuracy in processing factual information from the audio played. Furthermore, the third indicator covers inferential comprehension, which is the ability of students to infer meaning or intent that is not directly stated based on the context of the utterance. Through this indicator, students are assessed on their critical thinking skills in interpreting implied meaning and understanding the speaker's attitude.

The fourth indicator is vocabulary comprehension. This aspect assesses students' ability to interpret the meaning of words or phrases based on the context in which they are used, as well as to recognize synonyms or common expressions in spoken texts. Good lexical comprehension helps students relate the meaning of words to the overall content of the text. The fifth indicator relates to grammatical comprehension. In this case, students are expected to be able to recognize sentence patterns, tense forms, and the relationship between ideas in spoken sentences. The ability to understand language structure will help students grasp the more accurate meaning of complex spoken texts.

The sixth indicator is understanding the speaker's attitude and tone. Students are assessed on their ability to recognize the speaker's emotions, expressions, and intonation to determine the context and type of text being listened to, such as a report, announcement, or dialogue. Finally, the seventh indicator assesses students' response to the content of the text. This indicator measures students' ability to provide relevant responses or personal opinions to

the message conveyed in the text. Thus, all of these indicators reflect students' ability not only to recognize explicit information, but also to interpret implied meaning and relate it to the context of communicative English language learning. By designing comprehensive and relevant assessments, educators can ensure that students develop strong listening skills and are prepared to face future communication challenges (Lundsteen, 1979).

B. Animated Video

1. Definition of Animated Video

Animated video can be define as a technique that combines a series of static images or visual elements to create the illusion of motion and change. According to Mayer and Moreno (2002), animation refers to "moving images that simulate movement through the alteration and displacement of images." This definition emphasizes the simulation and movement aspects that are at the core of video animation. Furthermore, Betrancourt and Tversky (2000) extend this understanding by explaining that animation is not only limited to the movement of objects, but also includes changes in other properties such as color, transparency, or shape over time. They argue that "animation can be defined as a series of frames that, when played sequentially at a certain speed, create the illusion of smooth change". Thus, it can be concluded that video animation is a technique that utilizes a sequence of images or visual elements to create the illusion of motion and change, which can be use to simulate processes, illustrate concepts, or convey information in a dynamic and interactive manner.

2. Vyond

Vyond is a cloud-based animation platform that enables users to create animated videos for educational, business, and communication purposes. The platform provides various templates, animated characters, backgrounds, audio features, and visual effects that allow users to develop engaging and interactive learning materials without requiring advanced animation skills. According to Vyond (2024), the platform is designed to simplify the process of creating professional animated content through an easy-to-use interface.

In the field of education, Vyond can be utilized to present learning materials in a more attractive and meaningful way. By combining visual animations, text, narration, and sound effects, Vyond helps students understand information more easily and maintain their attention during the learning process. Mayer's Cognitive Theory of Multimedia Learning (2009) suggests that students learn more effectively when information is presented through both visual and auditory channels. Therefore, Vyond can support students' comprehension by presenting learning content through multimedia elements.

Furthermore, Vyond provides flexibility for teachers to design learning videos that are relevant to students' needs and learning objectives. In this study, Vyond was used to create animated videos containing report text materials about qurban. The videos combined narration, images, animated characters, and text to support students' listening comprehension skills and help them identify important information from the listening materials.

3. The Types of Animated Videos

Animated videos have become an effective tool in English language learning, especially for senior high school students. In the context of English language learning, animated videos can be categorized into several types. First, dialog animation videos can be used to present everyday conversations in English. It allows students to listen to correct intonation, pronunciation and vocabulary. Suparti (2017) argues that dialog videos can help students develop listening and speaking skills. Secondly, animated story videos can be used to deliver narratives that are interesting and relevant to students' lives. Aini et al (2024) states that story videos can increase students' learning motivation and help them remember new vocabulary. Third, grammar tutorial animated videos can be used to explain grammar rules visually and interactively. Mayer (2009) emphasizes that animation can help students understand abstract concepts such as tenses and prepositions. In addition, animated videos can also be integrated with interactive features, such as quizzes, exercises and games (Hwang & Wu, 2012). For example, students can be asked to fill in the blanks of a dialog, select the correct answer, or sort words to form a sentence.

4. The Advantages and Disadvantages of Using Animated Video

The use of animated videos in English language learning in senior high school offers significant potential. Animated videos have the ability to visualize abstract concepts in a way that is more interesting and easily understood by students, as suggested by (Yuningsih, 2014). Prensky (2001) highlights that the rich visual and audio elements in animated videos can increase learning motivation, make the subject matter more interactive, and

strengthen students' understanding of vocabulary, grammar and pronunciation. Furthermore, as stated by Prayogi (2022), animated videos provide flexibility in learning, allowing students to learn at their own pace and repeat difficult material, thus creating a more personalized and effective learning experience.

Although animated videos have many benefits, their use also has some limitations that need to be considered. Mahmood (2023) identified that one of the main obstacles is the dependency on technology, where access to devices and adequate internet connection are the main prerequisites that must be met. Hwang and Wu (2012) further asserted that the lack of direct interaction between teachers and students can be an obstacle in the learning process, as spontaneous questions and discussions that often occur in face-to-face learning may be difficult to facilitate in video-based learning. In addition, the creation of high-quality animated videos requires considerable time and resources, which can be a challenge for educational institutions or teachers.

C. Report Text

1. Definition of Report Text

Report text is a type of factual text that aims to convey information about objects or phenomena systematically and logically. According to Knapp and Watkins (2005), report text is used to classify and describe various aspects of objects, living things, or natural phenomena by presenting facts based on research or observation. This shows that report text not only provides objective information but is also well organized so that readers can understand the contents of the report in detail. In the context of English learning, report texts are often used to train reading and writing skills, because students are invited to

understand information based on accurate data and organize the text logically. However, the use of report texts in practicing listening skills has also begun to be discussed. This is due to the information-dense and structured nature of report texts, which are effective for training students' listening skills in understanding content in detail. This opinion is supported by various language education experts who see that exposure to report text in audio or visual form can help improve students' ability to capture important information and understand the structure of conveying facts in English.

2. Generic Structure of Report Text

The generic structure of report text is an important component in writing informative and factual texts. According to Gerot and Wignell (1994), report text is a type of factual text that aims to convey information about something based on systematic observations. This text describes natural, social, or man-made phenomena in a general and objective manner. Structurally, report text consists of two main parts, namely General Classification and Description.

The first is general classification. This section serves as an introduction to the text, introducing the topic to be discussed. General classification contains general statements that explain what is being reported, including definitions, categories, and general classifications of the subject. The purpose of this section is to provide basic context for readers before delving into more detailed information. The characteristics of this section are mentioning the name or type of object to be described, providing a general definition of the object, and not discussing its characteristics in detail (this will be explained in

the description section). An example is whales are mammals that live in the sea. They belong to the group of warm-blooded animals that give birth to their young and breathe through lungs. This sentence provides a general description of whales, including the classification and basic characteristics of these animals.

Second is description. This section contains a detailed description of the characteristics, parts, behavior, functions, habitat, and special characteristics of the object that has been introduced in the general classification. The information in the description section is arranged systematically, usually from the most general aspects to the most specific. The characteristics of this section are presenting observable factual details, using descriptive and informative sentences, and being arranged based on logical categories (e.g., physical form, habitat, behavior). An example is whales have a streamlined body shape to help them swim easily. They breathe through blowholes located on the top of their heads. Some species of whales feed on plankton, while others eat small fish. In this section, the author explains the physical details, eating habits, and how whales breathe (all scientific facts that support the reader's understanding of the animal). Martin (1989) emphasizes that these two sections should be cohesively and coherently connected to create an effective text. Transitions between paragraphs should be smooth and logical, with appropriate use of connectors to show relationships between ideas.

3. Language Features of Report Text

The linguistic characteristics or features of report texts reflect the informative, factual, and objective nature of the text. According to Gerot and

Wignell (1994) in *Making Sense of Functional Grammar*, report texts use language that emphasizes generality, objectivity, and clarity to convey information scientifically. Thus, the language structure is designed so that readers can understand a phenomenon or object based on observable and verifiable facts.

One of the main features of report texts is the use of general nouns to refer to broad groups or categories, rather than specific individuals. For example, the sentence "Dogs are loyal animals" describes the general characteristics of dogs as a whole, not a specific dog. The use of general nouns indicates that the text is universal and not specific to a single entity. In addition, report texts also make extensive use of relational processes, namely verbs such as *is*, *are*, *have*, and *belong to*, which serve to explain the relationship between the subject and its characteristics. For example, the sentence "A whale is a mammal" explains the identity of a whale as a mammal without involving any specific actions or activities.

In terms of time, report texts consistently use simple tenses because their content consists of general facts that apply throughout time. For example, the sentence "The Earth moves around the Sun" states a scientific truth that does not change over time. In addition, report texts also often use technical terms relevant to the topic being discussed to increase the accuracy and specificity of the information. For example, in biology, terms such as *photosynthesis*, *chlorophyll*, or *ecosystem* can be found, all of which are used to explain scientific concepts accurately.

In terms of cohesion and coherence, report texts utilize linking words such as and, but, because, so, however, in addition, and so on to connect ideas between sentences and paragraphs so that the flow of information is logical and easy to understand. The writing style used is objective and impersonal, meaning that the writer does not use first-person pronouns (I, we) or second-person pronouns (you). This is intended to make the text appear neutral, scientific, and unaffected by personal opinion. In addition, report texts often use the passive voice to emphasize the object or process being discussed, rather than the actor, as in the sentence "The water is heated until it evaporates."

Thus, it can be concluded that the linguistic features of report texts include the use of common nouns, relational processes, simple present tense, technical terms, conjunctions, and an objective tone, all of which support the function of the text as a means of conveying factual information in a systematic and scientific manner.

D. Bloom's Taxonomy in Listening Instruction

Bloom's Taxonomy is a framework used to classify learning objectives into several levels of cognitive ability. The latest revision by Anderson & Krathwohl (2001) divides cognitive abilities into six levels, ranging from the most basic to the most complex: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

In the context of listening instruction, particularly when students comprehend report texts through animated videos, Bloom's Taxonomy can help teachers determine which skills are being developed at each stage of learning.

1. Remembering: At this stage, students are asked to recall facts from the audio, such as names, places, or basic information mentioned in the video report text.
2. Understanding: Students demonstrate the ability to understand the content of the video, for example, by paraphrasing it in their own words or identifying the main idea.
3. Applying: At this level, students are able to use information from the video for specific purposes, such as answering questions or grouping information based on categories in the report text.
4. Analyzing: Students distinguish between important and unimportant information, identify relationships between pieces of information, or recognize the structure of the report text, such as general classification and description.
5. Evaluating: Students evaluate the content of the information, assess the accuracy of facts, or provide reasons based on data from the video.
6. Creating: At the highest level, students can create new products from the information they have heard, such as summaries, concept maps, or even their own versions of the report text

E. Previous Studies

The research conducted by Muzamir (2021) aims to determine the significant effect of using animated videos in teaching on students listening skills. The sample was tested by using pretest-posttest control group designs. There were four classes for tenth grade student there. It was started from X1 to X4. The design of this research was an experimental research. The population

of this research was the tenth (X) grade students of SMA N 10 Batanghari, in 2016/2017 of academic year. The total sample is of tenth graders are 113 students. The classes were taken for experimental and control classes were X3 and X4. In experimental research, we need pre-test and post-test to measure the ability of the students. The data gathered from students' score in posttest and pretest from control and experimental class. The data were analyzed by using the independent t-test to see the significant effect of using animation videos on students' listening skills. This research compared to both of experimental class and control class by using media in teaching. The experimental class used some animation videos, while the control class used the conventional way. The formula of T-test. The findings of this study indicate that the use of animated videos has a significant effect in teaching English on students' listening skills at SMA N 10 Batanghari.

Maya (2023) designed this research to examine whether videos strengthen listening skill. It was a pre-experimental research. The participants were the Year-10 Students of Learning Group X Marketing 2 from Public Vocational High School 3 Pontianak in the Academic Year of 2022/2023. Based on the data analysis, the result showed that the video-based technique increased the student's achievement significantly in listening skill. The students showed enthusiasm during the teaching and learning process. They were very enthusiastic in applying the video technique when listening to a text. The t-test computation was higher than the t-critical value ($10.36 > 2.045$). The score of effect size was 1,79, and it is $>1,00$, categorized 'strong'. To conclude, the video-based technique enhanced the students to listen texts better. With video,

the students understood the media video helped students to understand the language even if they do not know what the words mean, by providing visual aspects of the communicate. Thus, the writer suggested this technique be implemented in teaching listening ability.

Nurdiawati (2019), the purpose of this study is to investigate whether the use of YouTube animated films as an alternative media can improve students' listening skills and to determine students' attitudes towards learning through YouTube animated films as an alternative media. The participant was thirty-two students of Junior High School. The collecting data use questionnaire, observation, and interviews.

The results were: (1) there were twenty-five students (78.13%) who strongly agreed that the students wanted their teachers to use more animated movies on YouTube as one of the alternative media in the classroom; (2) there were two students' expectation of the teachers' role in teaching and learning listening skill by using YouTube animated movies in the classroom: twenty-nine students (90.63%) who strongly agreed that the teachers became facilitators and mentors who helped students to learn when teaching and learning listening process took place in the classroom; and there were twenty-three students (71.88%) who strongly agreed that the teachers walked around the class to observe the process of the students work assignment; (3) More than twenty-five students agreed that YouTube animated movies could help the students in studying English especially in learning listening; and (4) It also found that majority of the students had higher and good attitude in teaching and learning listening process by using YouTube animated movies.

It can be concluded that the use of YouTube animated movies can enhance students listening skills. Besides, it is recommended that YouTube should be considered as an effective instructional medium for enhancing the content learning of the students and as an important teaching resource in the classroom.

Putri (2017), the aim of this research was to find out whether the use of animation affects students achievement in listening skill of SMAN 11 Banda Aceh or not. The population of this study was the first grade students and the sample was the students in X IPA 4 where the number of students is 22 chosen by random sampling. The design of this study was a pre-experimental study. To obtain the data, the writer used 20 items of fill in the blank in pre-test and post-test. This research finds that the use of animation movie in the English teaching and learning process was effective to improve the students' listening skill, especially vocabulary. The result of data collection in this study shows that average post-test score is higher (75.5) than the pre-test score (55.2). The calculation of t-observation (t_o) 4.20 is higher than t-table (t_t) 2.02. It means that H_a is accepted and H_o is rejected. In conclusion, animation movie is an effective media in teaching listening skill. The students become active in discussion during the teaching and learning process.

Based on the five studies presented, it can be concluded that the use of animated videos in learning English, especially listening skills, has a positive and significant impact on student learning achievement. The first and second studies show that the use of animated videos can effectively improve students' listening skills. Videos provide a visual aspect that helps students understand

the subject matter even if they do not fully understand the meaning of the words heard. Meanwhile, the third, fourth and fifth studies revealed that students showed enthusiasm and positive attitude towards learning using YouTube animated videos. Teachers can also act as facilitators and mentors who help students learn more effectively. Overall, the findings from these studies conclude that the use of animated videos, whether from YouTube or other sources, can be an effective alternative learning media to improve students' English listening skills.

In this study, the researcher uses Multimedia Learning Theory, proposed by Richard Mayer (2014), stating that people learn better from a combination of words and pictures than from words alone. This theory emphasizes the importance of integration of visual and auditory elements to enhance students understanding, especially in listening activities. Therefore, the use of animated video (Vyond) is expected to support students in comprehending spoken texts more effectively by providing both visual and audio context.

Then the researcher also adopts constructivist learning theory proposed by Jean Piaget (1952), which highlights that students actively construct their own understanding through experience. This theory is relevant to the use of animated videos in language learning, as it encourages active engagement and interaction with the content, allowing students to build their comprehension abilities through visualization and contextual learning.

Based on these theories, it can be concluded that the integration of animated video (Vyond) and constructivist learning principles can significantly support the improvement of students listening comprehension ability.