

CHAPTER II

LITERATURE REVIEW

This chapter provides a review of the literature to support the theories related to the research.

A. Listening Skills

According to Safriani et al. (2022) stated that listening is the first skill and an important ability for beginners in learning a new language. Listening requires students to focus on understanding the meaning of the broadcast conversation. Listening can improve students' insight, skills, and knowledge. Using learning media, such as this film, can be a creative innovation so that students do not get bored and are more interested in English. Listening is a relevant topic for everyone. As stated by Safriani et al. (2022) stated that listening is one of the important components in spoken language processing. There is no spoken language without listening, and listening is also a field that is interrelated with various fields of research and development.

Listening is one of the most important skills for daily communication. Many people think that listening is an important communication skill that must be mastered. Based on Roshalina (2023) stated that shows that adult humans spend 45%-55% of communicating in their daily lives communicating by listening, which shows that listening communication is more than other communication skills. According to Chairuddin et al. (2023)

stated that listening is a person's ability to understand what other people say or information conveyed through the media.

In the opinion of Chairuddin et al. (2023) stated that we must be able to master and understand what other people are talking about and what we hear from other people or other media. Listening skills must indeed be mastered to be able to master other skills as well, for example, one of them is to be able to speak fluently. The main key is to listen to other people's conversations first. Based on communication theory, according to Syam et al. (2023) stated that listening can also make a person able to understand the meaning of sentences and messages. Listening here means receiving what the speakers say, which can also present meaning, and can negotiate and respond to other speakers according to the topic of conversation.

In the opinion of Suwaibah (2022) stated that listening skill is the ability to understand and be able to identify what is said by others, or be able to understand the contents of the conversation or information that is being conveyed by others. Someone who has mastered listening skills will be able to master other skills as well, such as vocabulary, speaking, grammar, writing, and reading. On the other hand, as stated by Suwaibah (2022) stated that students should start to understand a language well with their listening skills, namely by practicing with native speakers of the language they want to learn. Before students can learn other skills, they must be able to master listening skills to be able to continue to higher skill levels.

B. Factors Influencing Students' Listening Skills

Based on Sari (2021) stated that cognitive and affective factors are the most important in listening ability. There are several cognitive and affective factors, including:

1) Cognitive Factors

a) Linguistic Knowledge

The knowledge that students have in a language, such as vocabulary knowledge and syntactic knowledge (grammar knowledge).

b) Discourse Knowledge

Discourse knowledge is commonly referred to as script knowledge, which is synonymous with awareness of the types of information found in auditory texts, how information can be organized, and how listeners can use the information they have obtained as a reference for understanding.

c) Pragmatic Knowledge

Information that discusses the meaning or content of the speaker's words beyond their literal meaning.

d) Metacognitive Knowledge

Focuses on students' knowledge of what they have heard.

e) Prior Knowledge

Focuses on all the knowledge and experience possessed by students.

2) Factors that influence the difficulty of listening learning include:

a) Anxiety

Focus on teachers' perceptions of their listening skills.

b) Self-efficacy

Focus on students' confidence in their ability to participate in the learning process.

c) Motivation

Focus on students' motivation to enjoy and want to be actively involved in the learning process in class.

According to Manurung et al. (2022) stated that several factors cause students to have difficulty in learning listening skills, namely listener and speaker factors, content, and support/motivation. From these factors, teachers must be able to apply the appropriate methods and strategies to teach listening skills to students. To build good communication, the speaker's ability to express something with their accent and speed of speech will affect the listener's ability to understand the content or meaning of a conversation. Therefore, during learning, teachers also need to pay attention to their accent and speed when explaining material so that students can more easily understand what the teacher is discussing in class.

Based on Manurung et al. (2022) stated that some of the difficulties students encounter in listening comprehension are related to their ability to understand the speaker's pronunciation, which is influenced by the speaker's

speed, poor vocabulary, accent, lack of concentration, anxiety, and poor recording quality. Several aspects, such as speaking speed, pronunciation, accent, and poor sound quality, can make it difficult for students to understand the content of the conversation they are listening to. As is widely known, English has several different accents and pronunciations, such as American and British accents.

C. Strategy and Process for Teaching Listening

Teaching strategies are related to students' listening and learning needs. Teachers must be able to use appropriate teaching strategies to help students find value in the learning process they are undergoing. According to Intan et al. (2022) stated that direct listening approaches or activities contribute to listening comprehension and retention. There are two types of listening strategies, namely top-down and bottom-up strategies, which can be categorized according to how listeners interpret information.

1. The top-down method

The top-down method depends on the audience. In this method, listeners rely on their knowledge of the subject, background, context, text movement, and language that they have heard before.

2. The bottom-up method

The bottom-up method is text-based, where listeners rely on the language in a message, which is a combination of sounds, words, and grammar that produces meaning.

According to Manurung et al. (2022) stated that knowing the purpose of listening to gain knowledge or understand the main topic of what is being listened to is one of the strategies that needs to be applied in listening classes to help students understand what they hear. Listening occurs in five stages, namely listening, understanding, remembering, evaluating, and responding. As stated by Manurung et al. (2022) stated that there are several steps in the listening learning process, as follows:

a. Receiving

At this stage, listeners will receive auditory stimulation from the speaker, whereby they will receive what the speaker is saying.

b. Attending

Listeners will focus on important stimuli, namely, the important information they have obtained while listening to the speaker. This stage is referred to as the message following stage.

c. Assigning

The listener has received the message from the speaker, and then the listener will understand the meaning of what has been conveyed by the speaker. An interaction will run smoothly if the information conveyed can be clearly understood by the listener, so that later there will be no misunderstanding between the listener and the speaker.

Meanwhile, according to Manurung et al. (2022) stated that when listening, a listener does not need to understand every word, but must be able to understand the essence of what has been heard, so that misunderstandings do not occur. Focusing on the content of the message is important for both the listener and the speaker so that there are no misunderstandings and good communication can be established.

D. The Assessment of Listening

Assessment is sometimes misused in learning practices in education. Assessment is often considered to be synonymous with testing. But in reality, they are different, according to Brown (2004) stated that testing is an administrative process prepared and carried out at a specific time in the curriculum to help students achieve good results, but assessment is a continuous process that covers a broader range of subjects. The assessment of listening skills is not easy to understand or develop, and it is an important skill for evaluation and testing. Assessment is the process of gathering information and making conclusions about whether students' abilities have improved, remained the same, or declined. Based on Brown (2004) mentions several categories that can be used when assessing listening skills, including:

a. Intensive Listening

Listening to identify certain components, such as phonemes, words, intonation, discourse markers, etc.

b. Responsive Listening

Listening to relatively short words/sentences, such as greetings, questions, commands, etc.

c. Selective Listening

The process of listening to obtain specific information, such as information about names, numbers, directions, etc.

d. Extensive Listening

Listening to developing understanding, listening to conversations, and obtaining messages as a whole, such as listening to the gist, listening to the main ideas, and making a conclusion.

E. Films

Putri, Maydina et al. (2020) stated that film is a story recorded on a set of celluloid film that will be shown on a screen at a certain speed to give the impression of movement. Film is also very popular in art circles. Films are a form of media in the form of videos that are created from imagination and then made real, so there will be many ambiguous scenes that are entertaining and meaningful in the story. Films are sensory in nature because they have real colors, movements, and sounds.

In the opinion of Manurung (2022) stated that a film is a series of moving images that are recorded and projected. When making a film, several key factors need to be considered, including the genre, settings, mood, and format. The genre of a film is the type of film that will be made, the setting is

the location, place, and atmosphere in a film that will be made, the mood is the emotions of the actors or actresses when they are dialoguing in a film, and the film format is the infrastructure needed during the making of a film. Films have several benefits, including:

- a. Educating the audience.
- b. Inspiring the audience.
- c. Entertaining the audience.
- d. Teaching the audience about various aspects of life.

The selected film genre is mystery, education, and adventure, titled *Mira Royal Detective*. According to Holden (2024) stated that the film has a female protagonist who is optimistic, intelligent, and brave, appointed as a royal detective. This film presents the beauty and diversity of cultural heritage to the audience. The character Mira applies critical thinking and deductive reasoning to the evidence she obtains. Mira can find solutions to the problems she faces by drawing conclusions and using the available background information to uncover the mysteries she encounters in each episode. Mira helps everyone solve a mystery.

However, there are some films that contain entertainment and education, so these films can be used for the learning process in the classroom. As stated by Syam et al. (2023) stated that the films are learning tools that can help students identify new things, and this can be an opportunity to interpret their life stories. The use of films can help students improve their learning. Films are works of art that contain moving images of a certain length and can

be used for education, entertainment, and to provide various information to viewers.

Listening to English-language films can also help students expand their vocabulary. Students can also learn English more quickly from a film that is shown with subtitles to help them understand the meaning or content of the film they are watching and listening to. Watching films can also help students gain new knowledge from the films they watch.

F. Using Film for Teaching Listening

According to Sari (2021) stated that he has reviewed several research theories on the use of technology in second language learning processes. His statement says that technology has implications and may be the most effective tool for language teaching. As stated by Sari (2021) stated that technology may offer many options that can be utilized to make the learning process more interesting and also make learning more effective and productive with media such as cassettes, tape recorders, MP3 players, etc., which can be categorized as audio media for listening learning. There are televisions, animated slides, videos, films/movies, etc., which are categories of audiovisual media.

As stated by Sari (2021) stated that watching films in class is not only a fun activity, but also provides benefits in language skills for students, and allows students to become more familiar with various cultures and learn about various perceptions of phenomena that occur. There are several advantages to using films/movies for learning in class, as follows:

- 1) Films/movies use native speakers as models so that students can learn the correct pronunciation, intonation, and register.
- 2) Films can make students more interested in learning English and make them more excited to understand the interactions between characters in films.
- 3) Movies can make students more active in class because the movies they watch are usually relatable to their lives.
- 4) Students can learn about the culture or life journey of the characters from the movies they watch.

There are some advantages of using films/movies for teaching listening. First, by watching films, students will not only hear the language they are learning, but they will also see how the actors in the films express that language. As stated by Manurung (2022) stated that visual images can help students who are learning listening skills to increase their vocabulary. Second, the use of films/movies for listening and learning provides authentic language to support real-life actions. The use of films/movies for listening and learning can make students more interested in learning English. Students can also gain an understanding of facial expressions, clothing, gestures, and posture from the actresses or actors in the films/movies they are watching. In addition, according to Manurung (2022) films can also help students understand the characters of each actress or actor, because they provide real situations and conversations. Third, the use of films can show real contexts to students, so students can more easily understand what they are listening to. In

addition, films are a media that have attractive material that can interest students' attention, helping them better understand the content and improve their listening skills.

According to Harmer (2001) argued that there are reasons to encourage students to watch movies as a means of improving their listening skills, including:

- 1) Students can see conversations between native speakers of a language.

For example, they can see how intonation matches the facial expressions and gestures that accompany certain phrases; for example, when someone does not know something, they will shrug their shoulders.

- 2) Students can learn about the authentic culture of a country through the films they watch. For example, they can learn about the country's traditional foods and rules of behavior in social and formal-informal situations.

- 3) Students can watch a variety of films on sites such as YouTube, which has a wide range of video content, as well as films for various ages, locations, and languages.

In the opinion of Fidelia et al. (2023) stated that viewers receive implicit and explicit moral messages from the dialogues in these films, allowing students to gain value from the films they watch. Films/movies can be used as authentic learning materials in English Foreign Language (EFL) classrooms. Teachers can also use English-language films to introduce

students to diverse cultures, increasing their cultural awareness and competence. Therefore, films/movies can be used for English language learning in the classroom to improve students' listening skills, introduce authenticity in speaking English, and also introduce and learn various things through the aspects of life, culture, and others from the films they watch.

This study will utilize films in experimental classes, as these films present authentic dialogues that convey moral messages, cultural contexts, and real-life English usage. It is hoped that this approach will comprehensively improve students' listening skills. while the control class will use only audio media from films to compare the effectiveness of listening learning without visual support, focusing on understanding sounds, vocabulary, and spoken information that has been heard.

G. Previous Studies

The evidence from this research is relevant because several previous studies conducted by other researchers are relevant to the title and support this research. Several studies have been conducted that are relevant to the title of this research.

First, Research conducted by Yunita et al. (2023) entitled “The use of English short animation movies to improve students' listening skills: A study at the first grade of SMPN 1 Lingsar Academic year 2022/2023.” This study used a quantitative method with an experimental design. Specifically, the research design was a quasi-experimental research with a non-equivalent

control group design consisting of two groups: an experimental group and a control group. The population of this study was all seventh-grade students at SMPN 1 Lingsar. The sample was selected based on a cluster random sampling technique. The data were analyzed using Microsoft Excel and the SPSS program. After analysis, the data showed results in the experimental group, with a t-test value of 5.562. The table above shows that the t-test value in the experimental group (5.562) is higher than the t-table value (1.67) for alpha (0.05) and (2.66) for alpha (0.01), which means that the experimental t-test results are significant. Meanwhile, the t-test results for the control group (2.057) in the table shows that the t-test value in the control group (2.057) is lower than the t-table value (1.67) alpha (0.05) and (2.66) for alpha 0.01, which indicates that the t-test results of the control group are not significant, which means that the null hypothesis (H_0) is rejected and the alternative hypothesis is accepted. Therefore, the results show that the use of English short animated films to improve listening skills is significant.

Second, Research conducted by Haromaini (2023) entitled The effectiveness of film animation in increasing listening skills in the eighth grade of MTS Negeri 1 Lombok Timur in the 2021/2022 academic year. The study used a quasi-experimental design to examine classes 8A to 8J at MTSN 1 Lombok Timur. From this statistical analysis report, there was a significant difference in student scores. The experimental class had a pre-test average score of 37.794 and a post-test average score of 74.411, while the control class had a pre-test average score of 38.676 and a post-test average score of 66.764.

To determine whether the difference was statistically significant, a t-test formula was used. The t-test value of 2.688 was higher than the t-table value (2.562). Therefore, the results showed that students who were taught using animated videos scored higher than students who were taught using audio from animated films. In conclusion, the use of animated videos had a significant effect on improving the listening skills of eighth-grade students at MTSN 1 Lombok Timur.

Third, Research conducted by Fajriani (2022) entitled Improving Students' Listening Skills by Using Short Animation Videos of Eighth-Grade Students at SMPN 34 Semarang. This study used experimental research and a quasi-experimental research design with two classes, namely a control class and an experimental class. The sample of the study was 8th-grade students of SMPN 34 Semarang, with a total of 68 students, and for the other classes, there were 34 students. From the 20 questions given to students and from statistical calculations using SPSS, the results showed that students who learned without using animation videos obtained a good score of 70.9. Students who used animation videos obtained an excellent score of 82.9. There was a significant difference between listening and learning with and without animation videos. The N-Gain test also showed that the average student score was 64, which can be considered a fairly effective category.

This research aims to analyze the effectiveness of using the Mira Royal Detective film to teach students' listening skills in junior high school in Mojokerto. This research was conducted at SMP Islam Brawijaya Trowulan.

Previous studies did not focus on the specific films about Mira Royal Detective films, whereas this study specifically examines the effectiveness of using the Mira Royal Detective films to teach listening skills. No previous studies have examined the effectiveness of using films to teach listening skills at SMP Islam Brawijaya Trowulan-Mojokerto. In this study, two classes will serve as research subjects. Regarding learning styles, the experimental class will use videos of the Mira Royal Detective films, and the control class will use only audio of the Mira Royal Detective films. This study uses a quantitative method with a quasi-experimental design that uses a pre-test and post-test. The population in this study consists of two classes of eighth-grade students at SMP Islam Brawijaya Trowulan. The data analysis techniques used in this study are descriptive statistics, classical assumption tests consisting of validity, reliability, normality, homogeneity, linearity, simple linear regression, and hypothesis tests with the ANCOVA test.