

CHAPTER I

INTRODUCTION

A. Research Background

English is an international language use as a means of communication in everyday life and in academic activities. In Indonesia, English is a foreign language formally taught in schools from junior high school to university. That became a compulsory subject and one of the subjects test in the national examination. Even today, some elementary school students have also learned English.

Listening is the ability to identify and understand what another person is saying. This involves understanding the speaker's accent or pronunciation, grammar, vocabulary and the meaning (Howatt and Dakin in Saricoban 1999:1). Listening is very important in language learning since students understand the content of spoken language by listening. The relationship between listening and language learning is that language learning depends on listening. Listening provide the aural input that serves as the basis for language acquisition and enables learners to interact in spoken language.

Listening comprehension is not only an important part of listening skills but also helps readers master and acquire a foreign language. According to Vandergrift (1999), listening comprehension is a complex interactive process that requires listeners to pay attention to all factors such as sound, intonation, linguistic structure, and social structural context. Meanwhile, Holden (2004) argues that listening comprehension is a complex activity that requires mental effort to ascertain understanding, and listeners must listen passively to produce what they understand.

Teaching listening comprehension in a foreign language is the most difficult, in a foreign language it is difficult for students to have the competence of native speakers to use their background knowledge and understanding to easily recognize words or grammatical characteristics of spoken language. Listening comprehension is also more difficult than reading,

readers can look back at misunderstood phrases but listening comprehension doesn't get a second chance. English is one of the compulsory subjects in Indonesia which must be taught from junior high school to university level by involving teaching listening. The problems faced by students in learning listening can be caused by many factors such as teachers, students, teaching techniques/media and teaching material.

Based on the results of observations, there were several problems found at SMP N 3 Sungai Kakap in the context of learning to listen English especially in class VIII. For example, some students find it difficult to listen and understand English lessons due to a lack of desire to learn and not focusing on the material presented. Because they are not use to listening to native English speakers when speaking. Students also have difficulty finding the location of the main idea in the context of the story heard, how to find supporting detail of the story such as characters, place and time. Students also tend not to know what words or sentences will be expressed or written when making prediction and inferring the story.

To overcome this problem, there are several types of media for learning listening comprehension. This can help students become more active in the learning process. The type of media for listening learning that is of the used is Animated Stories. By definition, Animation is defined as the pictures that appear and can move. An animated film is one in which puppets or drawings appear to move. Harrison and Hummell (2010, p. 20) define it as a quick display of a sequence of static images that create the illusion of motion. Meanwhile, Brown, Lewis and Harcleroad (1977, p. 232) termed it as a collection of films prepared through the pictures that produce the illusion of movement when projected.

Using Animated Stories is a good way to develop or improve students' listening comprehension. This Animated Stories can be found on the internet, for example YouTube contains various types of stories such as Aesop's Fables, Disney Animated Stories Books, Children's Animated Stories, Living Books, Moral Stories and many more. Students are expected to be interested in taking

listening classes using Animated Stories, they are also expected to have more opportunities to practice listening so that students understand what they are learning and what the teacher is saying.

There is study related to the use of animated stories in teaching listening, a study done by May Saroh Jati Rahayu, et al (2023) “The Using of English Animation Movie to Improve Students’ Listening Achievement in the New Normal Era” stated that the use English animated films can improve students' listening skills. Based on the results, there were 71.4% of students or 25 students enjoy using English animated films for learning and conduct listening sessions. For percentages the first and second cycles each amounted to 46% and 77%. Second cycle scores apparently experienced an increase from the first cycle score. One in 35 students (3%) who took the pretest received 75 points or more, 16 of 35 students (or 46%) who took the post-test were able to achieve the minimum score required. This shows an increase of 43% in students score. In post-test II, 27 of 35 students (or 77%) achieved the minimum required score. So it can be said that students listen achievement is improved by using English animated film.

Based on the explanation above, the researcher conducted classroom action research to improve students’ listening comprehension through animated stories to support them to have a good listening comprehension with the title “Improving Students’ Listening Comprehension Using Animated Stories” (A Classroom Action Research at the Eighth Grade of SMP N 3 Sungai Kakap in Academic Year 2023/2024).

B. Research Question

Based on the background of this research, the problems discussed in this study are as follows: How can the use of Animated Stories improve students’ listening comprehension for eighth grade of SMP N 3 Sungai Kakap in the Academic Year of 2023/2024?

C. Research Purpose

Based on the research question that the researcher formulated, the researcher purposed: to find out how the use of Animated Stories can improve students' listening comprehension for eighth grade of SMP N 3 Sungai Kakap in the Academic Year of 2023/2024.

D. Significance of Study

This research is expected to be able to give some benefits to the English teaching and learning. The benefits were divided into two parts. They were theoretical and practical benefit. The description as follows:

1. Benefit Theoretically

The results of this study are useful as scientific studies in the field of education, because of the importance of scientific studies and information materials as well as references for other researcher who wish to conduct further research. Besides that, it is also expected to have a positive impact on student knowledge and understanding.

2. Benefit Practical

Practical significance is divided into three types, namely:

a. For the Research

The research gains more knowledge about the use of animated stories to improve students' listening comprehension. By completing this research, researcher can also find out what the advantages and disadvantages of using animated stories.

b. For the Teacher

This research can give additional knowledge and experience on how to improve the students' listening comprehension.

c. For the students

It can be a positive effort to improve their listening comprehension.

E. Scope Of The Research

This section will clarify the research terms used in this research which consist of research variables and terminology.

1. Research Variable

In this study, the researcher used action hypothesis. The hypothesis of this study is that the improving of students' listening comprehension after listening. Namely in class VIII students of SMPN 3 Sungai Kakap in the 2022/2023 academic year.

2. Terminology

a. Listening Comprehension

Listening is one of the receptive skills in a language because the learner receives input such as vocabulary and pronunciation instead of producing it. Moreover, input from listening can be fundamental to learning the target language. Listening comprehension can be described as the ability to understand what is happening visually or orally (Assiddiqhi & Rosa, 2021).

b. Teaching Media

According to Fajar Wirawan (2020), teaching media is an intermediary tool for understanding the meaning of the material submitted by educator or teachers either print or electronic media and teaching media is also as a tool to facilitate the implementation of the components of the learning system, so that the learning process can last a longtime and effective.

c. Visual Media

There are many different types of media that can be utilized to enhance learning, and their quantity has increased in tandem with the quick development of technology. On the other hand, the educational materials chosen for the classroom should also be suitable.

Based on explanation by Daryanto in Dini Amalia and Sri Hapsari (2018), asserts that visual media are all instruments for learning that are enjoyable to the senses. Visual aids play a crucial part in the educational

process. Visual aids to improve memory and aid with comprehension. Additionally, visual aids can spark students' curiosity and show them how the subject matter relates to real-world situations. For the graphics to be effective, they need to be in a meaningful context and students need to engage with them.

d. Animated Stories

Animation is the process of how to make something especially images appear alive. This is one of the audio visual aids that can be used in language teaching. In other words it is depicted as cartoons, drawings, and dolls photographed and displayed in such a way makes them move and look alive.

F. Action Hypothesis

Based on the theoretical study and development of the action planning concept that have been stated above, the action research hypothesis is formulated as follows: through the use of animated stories as learning media in learning English especially listening, the researcher hope that students of SMP N 3 Sungai Kakap can improve their listening comprehension by using animated stories .