

CHAPTER II
TEACHING LISTENING COMPREHENSION
BY USING ANIMATED STORIES

A. The Nature Of Listening Comprehension

1. Definition of Listening Comprehension

Listening comprehension is a process involved in comprehending and understanding spoken language. This includes recognizing speech sounds, understanding the meaning of individual words, as well as understanding the syntax of the sentences presented. Listening comprehension can also involve the prosody by which utterances are spoken for example, changing the intended meaning of a statement into a question. Make relevant inferences based on context, real-world knowledge, and speaker-specific attributes such as what information the speaker has access to and what the speaker is likely to talk about.

According to Nation and Newton (2009), Listening Comprehension can be referred to as listening that focuses on meaning related to understanding meaning with a top-down approach and make it possible to use top-down and bottom-up process in listening comprehension for English as a second language. It is also notice on students' listening activities and focus on meaning spoken text as well as relate it to their own prior knowledge of the listening topic. So that easier for students to understand information they hear.

Based on Saricoban (1999) stated that listening comprehension is the listening ability to understand spoken text which requires a lot practice, linguistic competence, prior knowledge, and influencing listener psychology understanding of students or listeners. Repeat listening can help students to understand spoken language. They use linguistics competency and background knowledge for understand information in spoken language.

The conclusion in to listening comprehension is the ability to understand the meaning of spoken text which is referred to as extensive listening or meaning focused listening which is concerned with understanding meaning with a top down approach as a basic skill for master other language skills. Therefore, understanding will usually be found in students' minds. Explain that listen understanding is not just a process of identifying sound, but also the process of capturing ideas spoken text whether it is stated explicitly or implicitly.

2. Teaching Listening Comprehension

Teaching listening comprehension is about developing listening comprehension skills in language classes, the need to realize the importance of teaching listening comprehension in language learning cannot be overstated and listening comprehension is the most important part of everyday communication. Listening comprehension is divided into two processes that are involved in understanding spoken discourse. They are bottom-up and top-down processing.

Richards (1983), explains listening comprehension involved two complementary processes: Bottom-up and Top-down process. The processes are identified as follow: (1) the bottom-up processing refers to using the incoming input as the basis for understanding the message. (2) The Top-down refers to the use of background knowledge in understanding the meaning of message.

Based on Brown (2006:2), explain Bottom-up processing mean using the information we have about sounds, word meanings, and discourse makers like first, then and after that assemble our understanding of what we read or hear one step at a time. Top-down processing means using our prior knowledge and experiences.

Thus, the teachers use bottom-up process when their students construct meaning by using the information they such as sounds, word meaning, and discourse makers and then gradually combining all the information increasingly from the phoneme level up to discourse level features.

Meanwhile, teachers use top-down process when their students' previous knowledge in long time memory to help them comprehend what they read or hear.

3. Indicators of Listening Comprehension

In other to get specific term in learning listening, it is important to understand the content of listening. In listening has some indicators, According to Brown and Abey Wickrama (2010), indicators of listening are identifying main idea, identifying supporting details, inferences, vocabulary, and making predictions.

Listening comprehension in learning English there are 5 indicators:

a. Main idea

The students are able to identify the main idea that is the core of paragraph. In listening, the main idea is also important in a topic so that the listener knows what the writer is trying to convey in the story.

b. Supporting detail

The students are able to identify supporting details in a stories or paragraph. Such as figures of people, place atmosphere, and time on the stories heard during listening lessons.

c. Inferences

The students are able to take inference in a story or paragraph that is heard, this is the process that the listener must do to better understand the literal meaning that is not contained in the utterances of the speaker or narrator.

d. Vocabulary

The more words that are known, the greater the ability of students to understand when listening and the higher the ability to be able to say what they want to say or writer when asked questions.

e. Making prediction

The students are able to making predictions or be able to recognize something based on what is heard in a story such as (what, where, who, why, and how) to find information.

Students will be taught selective listening comprehension, such as main ideas (topic), supporting details, inferences, vocabulary, looking for similarities, differences, word meanings and making predictions. From all the statements above, the researcher focuses on the main idea, supporting details, vocabulary and inferences to evaluate the active process in which students must search for meaning simultaneously when listening activities occur.

4. Step in teaching listening comprehension

When teaching listening comprehension, there are several step that teacher need to pay attention to. Among them are pre-listening, while listening and post-listening. Therefore, before teaching listening comprehension, teachers must know students' abilities and limitations in listening. Wilkinson (1974 : 11), provides tips for teaching listening activities in classroom.

a. Pre-listening

The researcher first introduce the topic and find out what students already know about the topic, creates a brainstorming session and some discussion questions related to the topic, then provides further information about the require topic and new vocabulary for them to need during listening activities.

b. Whilst listening

This stage should be specific about what students need to listen, they can listen to selective detail or general content.

c. Post listening

Finish with activity to broaden the topic and help students find understanding.

In this study, teacher must first pay attention to tips in teaching listening comprehension. As explained above one of the tips for teaching listening comprehension is that before the listening process, the teacher first introduces the material that the students know about the topic being discussed and then provide further information in the listening process.

So, this can make students listen more effectively if they already know how and why they listen.

B. Teaching Media

Teaching media is something that can be used to share the message, it can stimulate attention, interest, students' thought and feeling in learning activities to achieve learning goals. As one component of a learning system, media plays a critical role in the learning process. Learning media is used to help students' understand what they are learning. After deciding on the type of media to employ, we must be able to provide students with comprehension in order for them to participate in an effective learning process.

To put it another way, the media is a component of learning resources or physical learning resources that contain instructional content in a learning environment that can motivate learners to learn. Media is a tool for teaching and learning process, everything that can be used to stimulate the mind, feeling, attention and ability or skill of students in order to encourage the learning process. It also helps the teacher to teach more effectively, improve the teacher's knowledge about the media in presenting materials and enable the students to learn more readily, specifically to fulfill objectives in a teaching learning situation.

According to Miarso (2009), "teaching media is anything that is used to direct messages and can stimulate thoughts, feelings, attention, and willingness to learn to encourage the learning process". Teaching media is also something that can be used to stimulate students' attention, interest, thought and feelings in learning activities to achieve learning goals. An important phase of educational design is deciding which media to use in a learning process. Teachers, trainers and designers of learning materials all have their challenges determining the best media to communicate the message, increasing understanding concepts, and acquiring and consolidating capabilities.

From the explanation above, mastery of learning media will create a conducive class, and students can enjoy the material presented by the teacher.

Most teachers use textbooks as learning media. Teacher too encouraged to use audio media, so that students do not feel bored during the learning process.

C. Visual Media

Three categories apply to media namely audio, visual and audiovisual. The word visual media refers to instructional tools that rely on using visual communication channels. According to Iranada L. and Suhartono (2016), simulation of visual media luckily gives pupils results of teaching and learning more effective and efficient as good as possible, as like re-remembering and knowing the content. Visual media can assist understanding and memory consolidation with ease.

In the learning process, especially in English as a foreign language class, visual media is very useful because there are many differences between the foreign language and the mother tongue Kasbolah in Gusmaizal Syandri (2015). By using visual media such as pictures and films, teachers can show what pictures or films do not exist shows the truth. By using visual media, teacher can provide information to students more easily and students can also understand and get information more easily because the teacher can show what they have discussed and students can see directly what the teacher means. Visual media provides support and motivation for students to know, observe and ultimately be able to provide better results. Visual media can also prevent misunderstandings because you can see and touch what the teacher means. Students are given the opportunity to see and touch so that they understand and remember the lesson more easily.

D. Animated Stories

1. Definition of Animated Stories

Animation is a dynamic depiction that can help the students have a better caption of a thing (Munir, 2013). Animation is an activity to animate and move inanimate objects to make them look alive by recording and playing back a series of images to create an illusion of movement.

According to Richard E. Mayer and Roxana Moreno (2002), animation refers to a simulated motion picture depicting the movement of drawn (or simulated) objects. The main features of this definition are as follows: (1) picture, animation is a kind of pictorial representation; (2) motion, an animation depicts apparent movement; and (3) simulated, animation consists of objects that are artificially created through drawing or some other simulation method.

In contrast, the video refers to a motion picture depicting the movement of real objects. One of the most exciting media to apply to language learning and teaching is video. Based on Harmer (2001), a video is an excellent aid to see language in use, such as comprehension, since students are able to see general meanings and moods conveyed through expression, gesture and other visual clues and uniquely bridge the cross-cultural understanding.²⁴ Students know the correct pronunciation by watching videos with subtitles. They are also easy to remember stories because learning with videos makes students feel more understanding and enthusiastic about learning.

2. Types of Animated Stories

For the teacher, it is also essential to know the types of video. It helps them in choosing the suitable one to teach. According to Harmer (2001), there are three primary types of video that can be utilized in class:

a. Off-air Programmes

Programmes of record from a television channel should be engaging for students and of a reasonable length. Teachers have to consider their comprehensibility, including prediction, cross-cultural awareness, teaching language, or as a spur for the student's own creativity. All television programmes have copyright restrictions which vary from country to country. It is important to know what that law is and realise that breaking it can have serious consequences.

b. Real World Video

Teachers need to choose based on how engaging and understandable the extract is likely to be and whether the selected video has multi-functional potential.

c. Language Learning Videos

It is videos that can be utilized in conjunction with course books. Those videos are likely to be comprehensible and designed to appeal to students' topic interests and multi-use since they can be used for language study and a number of other activities.

Based on the explanation above, teacher should be able to select and show appropriate videos to students. The use of video in learning is a medium to transfer material in an interesting way and make it easier for students to understand the material. Therefore, the video used must be following the needs of students in learning.

3. Animated Stories in Teaching Listening

Animated stories are one strategy to help students easily understand the material presented by the teacher, so that students are able to understand the information contained in listening activities. Rost (2002:153) states, "The use of video as a learning medium in teaching listening comprehension can provide learning with a rich-content context with authentic language teaching, students can be motivated and their listening abilities may be improved".

The effect of listening and watching videos as a teaching media on students' ability to listen and understand the process of providing information improves their understanding and retention of material. It means animation stories can help students understand when they are doing a listening activity.

4. Procedure of Animated Stories in Teaching Listening Comprehension

Procedure is a certain way or steps to achieve something, procedure are use to make it easier for someone to do something. Based on explanation from Ramli (2018), students are encourage to present their idea about social

or environmental condition. One of the topic that emerged from this research to improve students' listening comprehension through the use of animated stories. This is divided into three stages of listening activities, the activity is pre-listening, whilst listening, post-listening.

a. Pre-Listening

1. The teacher will explain how to use animated stories that can be accessed via the web.
2. After explaining the use of animated stories, students will listen to stories or material that will be studied.
3. While listening the teacher shows a video illustration of the story.
4. After that the teacher asks the students to predict what the speaker is talking about in the narrative story.
5. Then the teacher gives a little understanding of the contents of the story that has been heard by students.

After giving a warm-up about the material, the teacher will remind students to move on to the next procedure with several activities.

b. Whilst Listening

Activity: Students listen to an Animated stories about narrative stories according to their level of understanding and answer listening questions.

1. First, ask students to listen and understand the meaning of the story they are listening to.
2. After listening, students are given multiple choice listening questions.
3. Second, ask students to listen to the story again while answering the questions given in accordance with the text of the story.
4. After students understand and answer the questions, the teacher asks students whether they need to replay the audio or not. This is intended so that students better understand the meaning of the questions, so that students get more complete information (such as what is the main idea in the story, how to find supporting details,

including how to pronounce the words in a sentence or understand what is happening in the story).

5. After listening, check student work.

c. Post Listening:

After listening again for 5-10 minutes, in pairs students are given the same topic related to the material. Then they exchange thoughts or opinions to discuss the meaning of the story that has been heard.

5. Advantages and Disadvantages Using of Animated Stories

Animation videos have advantages of achieving important goals such as motivating students' interest, stimulating language use, and heightening students' awareness of particular language points or other aspects of communication. Harmer (2001), states that there are many reasons why animation movie can be used in language learning. Below are some the advantages and disadvantages of Animated Stories.

There are many advantages to using videos in the teaching and learning process. Some of them are:

- a. Seeing language in use, students do not just hear the language, but they can also see it. They can know the general meaning and moods conveyed through expressions, gestures, and other visual clues. Cross-cultural awareness allows students to look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of food people eat in other countries and what they wear.
- b. The power of creation, when students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- c. Motivation, most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.
- d. Students more enthusiastic in learning because they students understand and know the details of the storyline.

- e. The class atmosphere becomes fun and does not make students bored. So that students can feel the advantages of using animation video.

There are also some weaknesses or disadvantages in using animation videos that teachers must know. Among others are:

- a. The “nothing new” syndrome is the first problem here. Using a video that is the replication video from television makes students not really interested with the video. The teacher has to provide a video activity that involves the uniqueness and interesting material to make the student more enthusiastic in the classroom.
- b. The second is called poor quality tapes and disks. The poor quality tapes and disks make the students not follow the study. When deciding to choose the videos, students have to judge the quality of tapes and disks or material in using videos.
- c. The last if the video is quite longer, it causes the students who participate in the classroom sleep and get boring or event they lost concentration in following the material. Especially, if the video only contains full of text which is not interesting media rather than cartoon, moving picture and so on.

From the explanation above, it can be concluded that animated stories have several advantages and disadvantages as learning media.

But animated stories are a fairly new media for students in learning so they can be tried to be applied to listening learning.

6. Previous Study

There are studies related with the use of Animated Stories in learning listening comprehension. The 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” concluded that the using English animated movies can help students improve their listening ability. It means English animated movies help students understand the content of the story. As seen from the results of observations, students become more active In terms of student performance, the results of the second cycle were better

than the previous cycle. It can be concluded that students' listening achievement increases by using English animated movies.

From the explanation above using animated stories as learning media is very good and effective for increasing students' listening comprehension, in this study researchers will look at and measure students' listening comprehension abilities in learning English. Especially listening by using animated stories and using multiple choice tests to find out whether students' understanding has improved from before.