

CHAPTER 1

INTRODUCTION

This chapter covers several aspects of the research. The aspects are the research background, the research questions that should be answered, the purposes of research, the significance of research, the scope of research, and research terminology.

1.1 Research Background

Mastering English involves four fundamental skills. The four fundamental skills are speaking, writing, listening, and reading. These skills are the foundation that allows a person to be a competent English learner. Of the four skills, listening deserves special attention since it is assumed as the most neglected skill among the other three. According to Huei Chun (1998), listening skill has been considered to be a long-ignored language ability. The reason is due to distorted and faulty assumptions about listening that it is acquired automatically and only needs to be mastered once. Fakhruddin et al. (2020) also stated that teachers often ignore listening lessons, prioritize other skills, or integrate listening lessons with other skill lessons, such as speaking in class. The statements above show that listening is long ignored and needs consideration to be taught separately.

Several reasons might cause listening to be ignored by teachers. Cakir (2018) mentioned the reasons teachers ignore giving listening instructions in class. Based on the finding, teachers considered listening to

be a complex skill to utilize in class. Teachers also considered listening practices difficult and challenging to be conducted properly in class. Therefore, teachers preferred to combine listening practices with reading and conversation that should ideally be narrated by native speakers based on the context instead of utilizing only listening activities.

Teachers should pay attention to listening because it is essential in everyday life. For example, listening plays a crucial role in order for students to effectively communicate with others. Without good listening skills, students cannot receive and interpret information delivered by others. As a result, students will assume and misunderstand each other. If misunderstanding keeps increasing, the communication will not be effective.

Listening also has an essential role in classroom settings. For example, listening affects students' ability to understand the materials presented by the teacher. With good listening skills, students can recognize the words used in a lecture, the meaning in context, and more detailed interpretations of the words. In addition, students will retain the teacher's assertions, information, and conclusions more accurately (kiharifovich, 2020). Furthermore, in English lessons, the ability to listen well can help improve other skills significantly (Alzamil, 2021). As Renukadevi (2014) stated, listening contributes to helping students acquire pronunciation, word stress, vocabulary, grammar, and message interpretation.

Despite the importance of listening skills, many students at senior high school level in non-English speaking countries, such as Indonesia consider listening a difficult skill to master. Most students think listening is difficult because of some problems. Amir et al. (2019) investigated the listening problems faced by a group of Indonesian second-year senior high school students. The data was gathered through questionnaires and interviews. The study found that students encounter difficulties when listening to native speakers. It is due to the native speaker's speaking speed. Native English speakers speak at a much faster rate than non-native English speakers. As a result, an EFL learner will find it more difficult to understand a verbal message delivered by a native speaker than one delivered by a non-native speaker. The other problems are students' limited vocabulary and low concentration levels. It is mentioned in the study that students' low concentration level is caused by students' psychological condition when listening to the recording and the stressful learning environment.

Nadhira and Warni (2021) conducted a similar study with 100 eleventh-grade students at one of the Indonesian schools in West Java. The data was conducted through interviews and a questionnaire. The results revealed that students encountered listening difficulties because of unfamiliar words, unfamiliar accents, and the speaker's speech rate. In addition, students also found it challenging when listening to unclear pronunciation because of bad recording quality.

Maulidia (2018) also studied listening problems faced by eleventh-grade students in Indonesia. Maulidia (2018) mentioned several potential difficulties encountered by students in the Indonesian context: lack of vocabulary, lack of grammar knowledge, lack of interest, unfamiliar topics, poor recording quality, and inability to concentrate when listening to the recording.

In conducting this research, the researcher observed about listening problems encountered by eleventh-grade students of SMA Islam Bawari Pontianak, especially students from class XI IIS 3, as a sample of this research. The problems that the researcher found during listening activities are: firstly, students have difficulties in conveying the meaning of words spoken in the recording or by the teacher. Thus, it makes the students need help in understanding the content spoken in the recording or by the teacher. Secondly, students have difficulties in recognizing the word sounds. Thirdly, students have difficulties in maintaining focus or attention during listening activities. Therefore, these problems have become an important concern to be discussed.

Grounded on the problems encountered by eleventh-grade students of SMA Islam Bawari Pontianak, the researcher thinks that the teacher should use various of teaching media for teaching listening skill. According to Mateer (2018), teachers require instructional media to engage students, increase students' retention, keep students' interest in the subject, and illustrate the connection of many concepts. Instructional media include

things like a video clip, a song on the radio, a podcast of a lecture, or newspaper piece. In addition, students can produce their media. Student video projects, for example, can also be a valuable learning tool (Mateer, 2018).

In this research, the researcher used animation folk tale videos as a technology-based media for teaching listening skills of narrative text. According to Mofareh (2019), teachers must utilize modern technological means, such as computerization, multi-media devices, mobile phones, audio/visual effects applications, and social media to maximize English learning and connect students in a systematic and sophisticated way.

There are several reasons why the researcher chooses animation videos as a medium for teaching listening skills in narrative text. Firstly, the researcher would like to help students who have problems learning English listening skills to understand the spoken narrative text through visual clues. By watching animation videos, students listen and see the clues that can describe the words or sentences in the spoken texts. Thus, the researcher believe visual clues can help students overcome their most significant obstacle in listening activities. Secondly, the researcher would like to help students maintain focus or attention during listening activities which are very important. The researcher also would like to lessen the tension during listening activities. In listening activities, students are likely to feel nervous and afraid of being unable to listen comprehensively. Thus, the researcher

would like to employ a medium that enables students to be less stressed, enjoy, and feel at ease when participating in listening exercises.

Several previous studies discuss the effects of animation videos in teaching listening skills. A study conducted by Arzaqi (2018) showed a result that students achieved higher score in listening activity after taught by using animation video. It is also stated that the objects shown in animation videos helped students to understand the listening texts. In addition, a study conducted by Ramadhika (2014) stated that animation video effectively supports listening comprehension activity. Animation video enables students to connect the spoken words and images that display visual clues, such as gestures and expressions. Thus, helpful for students to interpret the meanings of the spoken words. Furthermore, a study conducted by Maylani (2019) also showed that animation video has the power to attract and retain students' attention during the learning process.

Although many researchers have studied animation videos for teaching listening skills, a gap needs to be filled. The previous studies specifically talked about the use of animation video to teach listening skills for junior high school students. In this research, the researcher will implement animation videos to teach listening skills for senior high school students especially eleventh-grade students of SMA Islam Bawari Pontianak. Based on the curriculum, it is still required for eleventh-grade students to learn narrative texts in written and spoken texts. Therefore, it is important to teach listening skills in narrative texts by using animation

videos. Finally, this study will discuss the use of animation video in teaching listening skills of narrative text to eleventh-grade students (Pre-experimental study on eleventh-grade senior high school students of SMA Islam Bawari Pontianak on Academic Year 2022/2023).

1.2 Research Questions

Based on the research background above, the researcher formulated the research questions as follows:

1. Do listening activities using animation folk tale videos affect the eleventh-grade students of SMA Islam Bawari Pontianak's listening skills in the spoken narrative texts?
2. What are the effect sizes of using animation folk tale videos in listening to narrative text activities to eleventh-grade students of SMA Islam Bawari Pontianak's listening skill in the spoken narrative texts?

1.3 Research Purposes

Based on the research questions, the researcher stated the research purpose as follows:

1. To determine whether or not listening activities using animation folk tale videos affect the eleventh-grade students of SMA Islam Bawari Pontianak's listening skills in narrative text.
2. To determine the effect sizes of using animation folk tale videos in listening to narrative text activities to eleventh-grade students of SMA Islam Bawari Pontianak's listening skill in the spoken narrative texts.

1.4 Research Significance

As the completion of this research, the researcher expected that this study able to make a positive contribution as follows:

1. Students

The results of this study are expected to provide a learning media that is interesting, beneficial, and effective in developing the English listening skills of eleventh-grade senior high school students.

2. Teacher

The results of this study are expected to add a number of teaching media that can support the teaching and learning of English listening skills to eleventh-grade senior high school students.

3. Other Researchers

The results of this study are expected to be beneficial for other researchers as a reference for conducting the following study related to the use of animation videos for teaching listening skills in narrative text to eleventh-grade senior high school students.

1.5 Research Hypothesis

According to Lolang (2014), a hypothesis is a researcher's supposition about which the researcher must collect enough data to verify it is true. There are two types of hypotheses. They are the null hypothesis (H_0) and the alternative hypothesis (H_a) (Majid, 2018). The null hypothesis (H_0) states that there have been no general changes, no differences, and no correlations. The null hypothesis suggests that the independent variable does not affect the

dependent variable in an experimental setting. Alternative hypothesis (H_a) is a hypothesis that indicates that the population has changed, differed, and correlated. Alternative hypotheses predict that the independent variable influences the dependent variable in an experimental setting. In this research, the null hypothesis and alternative hypothesis are as follows:

1.5.1 Null Hypothesis (H_0)

Listening skills in narrative text activities using animation folk tale videos do not significantly affect the eleventh-grade students of SMA Islam Bawari Pontianak listening skill especially in identifying specific information of spoken narrative texts.

1.5.2 Alternative Hypothesis (H_a)

Listening skills in a narrative text activity using animation folk tale videos affects the eleventh-grade students of SMA Islam Bawari Pontianak listening skill especially in identifying specific information of spoken narrative texts.

1.6 Scope of Research

1.6.1 Research Variables

There are two types of variables in experimental research: independent variable (X) and dependent variable (Y). The independent variable is the variable that the experimenter may control or modify. Meanwhile, the dependent variable is the one that has the effects or changes that the experimenter can see. On the other hand, the experimenter has no control over the changes. The dependent variable

is so named because its value is determined by, and varies with, the independent variable's value (Cohen,2007, p.504).

1.6.2 Independent Variable (X)

The Independent variable of this research is the listening in narrative text activities using animation folk tale videos.

1.6.3 Dependent Variable (Y)

The dependent variable in this research is the eleventh-grade students of SMA Islam Bawari Pontianak's ability in identifying specific information of spoken narrative texts.

1.7 Research Terminology

The researcher employed some terms in conducting this research. The researcher provided the explanation below in order to avoid any misunderstanding and misperception used in this research:

1.7.1 Animation videos

In this research, animation videos refer to videos that include attractive moving illustrations, scripts, and sounds to tell story. The animation videos used in this research are taken from YouTube, and it presented the story of Indonesian folk tales. The duration of the videos was five to seven minutes long.

1.7.2 Folk Tales

In this research, *folk tales* refer to fictional or imaginative stories (involving people and animals) that are popular and widespread in Indonesian culture. The folk tales used in this research were Timun Mas,

Keong Mas, and Bawang Putih dan Bawang Merah.

1.7.3 Listening skill

In this research, *listening skill* refers as the ability to identify specific information from spoken narrative texts.

1.7.4 Narrative texts

In this research, *narrative texts* refer as a type of planned monologue that tells fictional or imaginative stories. The stories contain problematic events to be solved by the characters in the story.